

# Friends

2



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**Carol Skinner**



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## Presentation

 1 Listen and read. Then answer the question.

*Is London the capital of Great Britain?*

There are four countries in Great Britain: England, Scotland, Wales and Northern Ireland. London is the capital of England and Great Britain. Seven million people live in London.

 2 Listen and read.



20th September

Dear Pedro,

Thank you for your letter. You're a very good pen friend! And thanks for the photo of your friends. Rosita is very pretty!

Here's a photo of Vicki, Kim, Rob and me. Kim's a new girl in our class. She's from London but her mother is from Scotland and her father is from Wales. A lot of Londoners have got parents from other parts of Great Britain and from other countries. Rob's dad is Italian and Rob often visits his grandparents in Italy. Lucky him!

Do you remember Jenny? Well, Jenny doesn't go to our school now. She's in Australia! Her dad's got a new job in Melbourne. She doesn't write letters to us – she sends emails to my parents' computer!

Do you like your town? What do you do there? London's great! It's got a fantastic zoo and lots of amazing museums and parks. You can do lots of things here. I usually go to a football match on Saturday afternoons. Rob plays for the school football team. He's brilliant!

My friends and I sometimes go to the ice rink or the cinema and every Wednesday we go to an indoor swimming pool. Vicki's a fantastic swimmer. Kim doesn't like swimming under water and I don't like diving. I always do a belly flop!

Please send some photos of Mexico City.

Your friend,

Mark







## Comprehension



### 3 Ask and answer.

- 1 Who is the new girl in Mark's class?
- 2 Is the new girl a Londoner?
- 3 Where are Kim's parents from?
- 4 Why is Jenny in Australia?
- 5 Is there a zoo in London?
- 6 Where do the Londoners go every Wednesday?

### Present Simple

every day, on (Saturdays), always,  
usually, often, sometimes, never

Rob **plays** football.

Rob **doesn't play** football.

**Does** Rob **play** football?

Yes, he **does**. / No, he **doesn't**.

What **does** Rob **play**?

We **go** to the ice rink.

We **don't go** to the ice rink.

**Do** you **go** to the ice rink?

Yes, we **do**. / No, we **don't**.

When **do** you **go** to the ice rink?

## Practice

### 4 Correct the sentences.

- 1 The Londoners live in Mexico City.  
*The Londoners don't live in Mexico City.  
They live in London.*
- 2 Rob visits his parents in Italy.
- 3 Jenny sends letters to the Londoners.
- 4 Mark goes to football matches on Fridays.
- 5 Rob plays in a school basketball team.
- 6 The Londoners go to the ice rink every Wednesday.



### 5 Make questions. Then ask and answer.

*Where do the Londoners live?*

*They live in London.*

- 1 Where / the Londoners / live
- 2 Rob / play / for the school football team
- 3 What / the Londoners / sometimes / do
- 4 When / the Londoners / go / to the swimming pool
- 5 Kim / like / swimming
- 6 Mark / always / do / a belly flop



### 6 Listen. Tick ✓ what Kim and her family do every week and write the day.

	Kim	David	Kim's parents
1. go swimming	✓ Wednesday		
2. play tennis			
3. watch television			
4. go to the cinema			
5. meet friends			

### 7 Ask and answer about Kim's family. Use the information in Exercise 6.

*When does Kim go swimming?*

*Kim goes swimming on Wednesdays.*

### 8 Write about you and your family.

*I go to school every day. My parents and I  
always ... My sister never ...*







## Presentation

## 1 Listen and read.

- 1 Holmes** Good morning, Clueless! You always arrive at my house at meal times! Breakfast for Clueless, please, Mrs Smith.
- Clueless** Thank you. It's very ...
- Holmes** ... cold today. I know because Mrs Smith, my housekeeper, is wearing her coat inside the house!
- Clueless** You're a brilliant detective, Holmes.
- Holmes** Today we're cleaning the house, Clueless ...
- Clueless** ... because it's very dirty! I'm a brilliant detective too.



- Holmes** At the moment Mrs Smith is sweeping the floor and dusting the ornaments.
- Clueless** How do you know that? You can't see her, Holmes.
- Holmes** Atishoo! Look at the dust!
- Clueless** You're amazing, Holmes!

- 3 Clueless** Mrs Smith is vacuuming now! I can hear the vacuum cleaner.
- Holmes** Yes, very clever, Clueless!
- Clueless** What are you doing, Holmes? Are you polishing the furniture?
- Holmes** No, I'm not. I'm looking for fingerprints! I love fingerprints on furniture. But Mrs Smith always cleans them.
- Mrs Smith** Are you making my furniture dirty again, Ms Holmes?



- Mrs Smith** Now, what's happening here?
- Clueless** We're washing up and doing the washing. We're helping you.
- Mrs Smith** No, you aren't! You're making a terrible mess in my kitchen! And what about the murder?
- Holmes** What murder?



**Mrs Smith** The murder of Shirley Holmes and George Clueless!





## Comprehension

### 2 Circle the correct words.

- Holmes and Clueless are *housekeepers* / *detectives*.
- Clueless always arrives at *breakfast time* / *meal times*.
- Mrs Smith is *Holmes's* / *Clueless's* housekeeper.
- Holmes loves *dust* / *fingerprints*.
- Mrs Smith hates *clean* / *dirty* furniture.
- The two detectives are making *a mess* / *a cake* in the kitchen.

### Vocabulary

### 3 Circle the correct answer.

- Mrs Smith usually ..... the housework.  
a vacuums    b cleans    c does
- Let's ..... the house!  
a wash    b make    c clean
- It is very important to ..... the furniture.  
a vacuum    b polish    c sweep
- Please ..... the floor in the kitchen.  
a dust    b make    c sweep
- All our clothes are dirty. Let's ..... the washing.  
a clean    b do    c dust
- Please, ..... the ornaments.  
a dust    b sweep    c vacuum
- I must ..... the living room carpet.  
a dust    b vacuum    c polish

#### Present Continuous

now, at the moment, today

I'm **polishing** the furniture now.

I'm **not polishing** the furniture now.

Are you **polishing** the furniture now?

Yes, I **am**. / No, I'm **not**.

What are you **polishing** now?

She's **sweeping** the floor.

She **isn't sweeping** the floor.

Is she **sweeping** the floor?

Yes, she **is**. / No, she **isn't**.

What is she **doing**?

We're **cleaning** the house today.

We **aren't cleaning** the house today.

Are you **cleaning** the house today?

Yes, we **are**. / No, we **aren't**.

What are you **doing** today?

## Practice



### 4 Make questions in the Present Continuous. Then ask and answer.

Who is having breakfast now?

Holmes and Clueless are having breakfast now.

- who / have / breakfast / now
- who / wear / a coat / inside the house
- why / Holmes and Clueless / clean / the house
- what / Mrs Smith / dust
- Holmes / polish / the furniture
- what / the two detectives / do / in the kitchen



### 5 Ask and answer about the pictures in Exercise 1. Use the Present Continuous.

Why is Mrs Smith wearing her coat in picture 1?

### 6 Describe picture 2 in Exercise 1. Use the Present Continuous.

Shirley Holmes is standing next to ...  
She is wearing ... Clueless is ...

## Fun Time

### 1 Act and guess with your partner.

What am I doing?

You're washing the floor.

No, I'm not.

Are you polishing the floor?

Yes, I am.





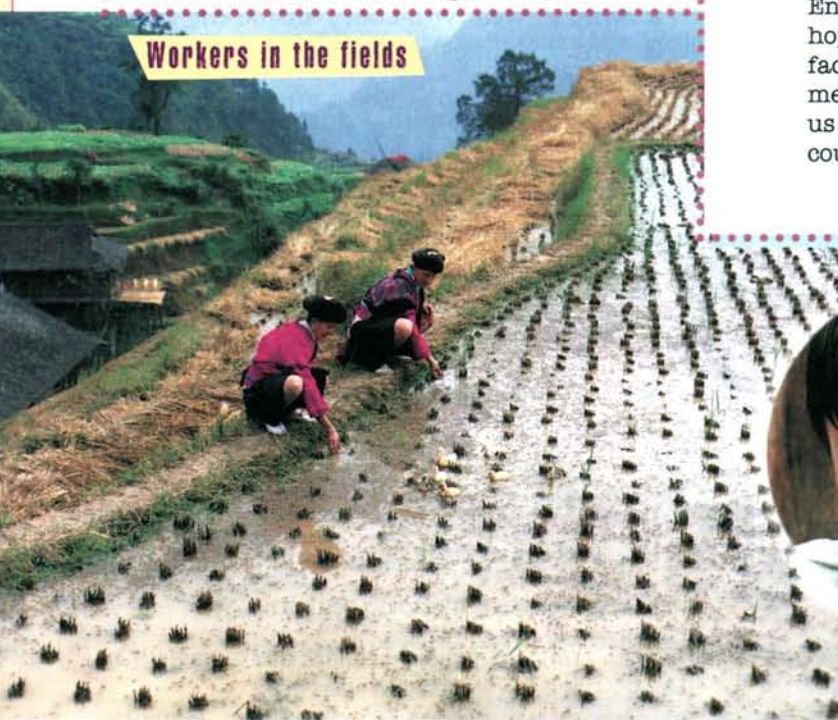
## Presentation



- 1 Listen and read. Then answer the question.

Who is the *Friends' magazine* for?

### Workers in the fields



## editors' letter

Hello and welcome back! This is a newsletter for you – English learners around the world. This year we hope to have fun and learn lots of interesting facts. Now meet Ta-Ming, a new *Friends' Club* member from China. We love his photos. Send us your photos and information about your country.



*Ally and Alex*

### A New Friends' Club Member



**Time for lunch**



- 2 Listen and read.

## Information File

**Name** Ta-Ming

**Country** I live in a village in the south of China. China is a very big country with many rivers, dry deserts and fields. There are high mountains covered with snow near my village.

**Animals** There are pandas in our mountains. We sometimes hear them but we don't often see them. Many years ago there were a lot of pandas in China. My father remembers that time, but I don't. There are only about one thousand pandas now. Pandas eat bamboo but the farmers cut down the bamboo because they want to grow rice. Then the pandas don't have food and die.

**People** There are over one billion (1,000,000,000) people in China. Now families can have only one child. My parents understand this but I don't like it. I feel unhappy because I don't have a brother or sister.

**Food** The Chinese love rice. We need a lot of rice because there are so many people in China.





## Comprehension

3 Tick ✓ true. Cross ✗ false.

- 1 China is a small country. ☐
- 2 Ta-Ming lives in the north of China. ☐
- 3 There are one billion pandas in China now. ☐
- 4 Families in China can have only one child. ☐
- 5 Ta-Ming has a big family. ☐
- 6 The farmers in China grow a lot of rice. ☐

### Stative verbs

We use the Present Simple and not the Present Continuous for these verbs:

like, love, hate, feel, see, hear, know, remember, think, hope, understand, want, need.

I **feel** unhappy.

My father **remembers** that time.

We **need** a lot of rice.

## Practice

4 Look at the photos in Exercise 2. Complete with the Present Simple or the Present Continuous.

### Time for lunch

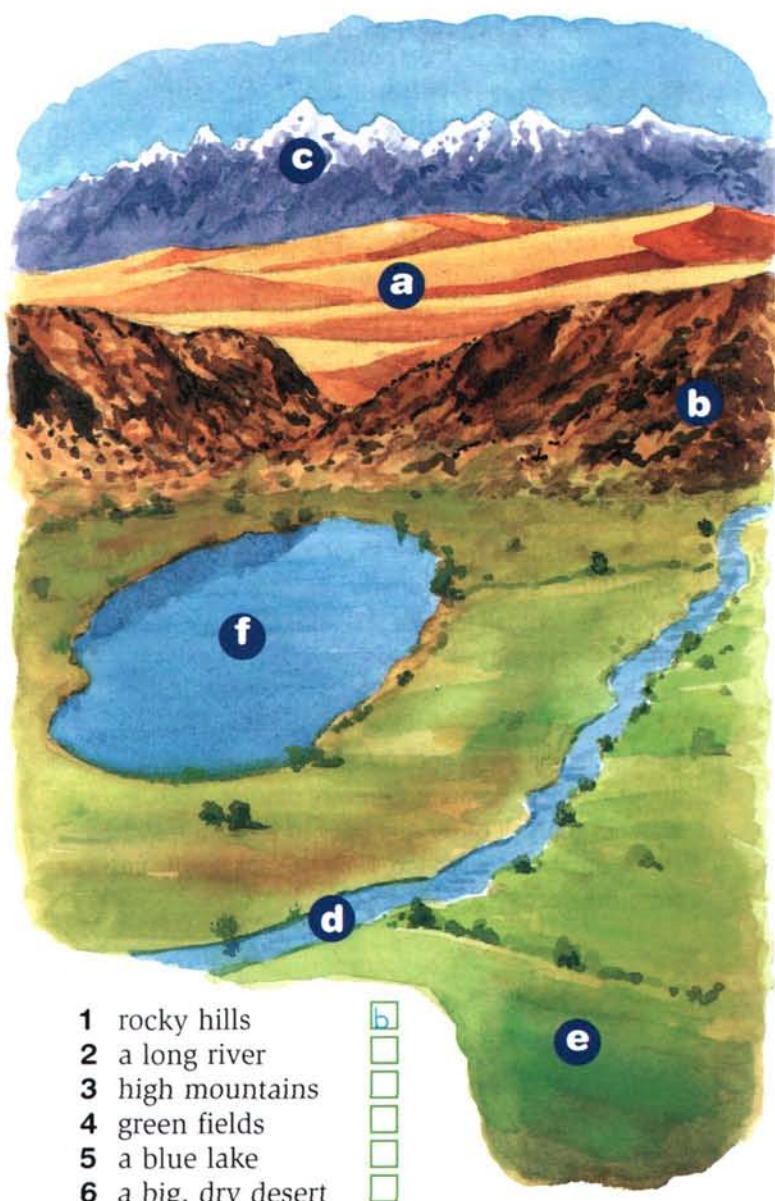
Look at Ta-Ming's photo of the panda. It (sit) <sup>1</sup> is sitting and (eat) <sup>2</sup> ..... bamboo. It (love) <sup>3</sup> ..... bamboo. It (eat) <sup>4</sup> ..... fourteen kilos a day. The Chinese cut down the bamboo because they (need) <sup>5</sup> ..... fields to grow rice. Ta-Ming (understand) <sup>6</sup> ..... that but he (feel) <sup>7</sup> ..... sad because there are only about one thousand pandas in China now.

### Workers in the fields

Look at the photo of the rice fields. The people (work) <sup>8</sup> ..... in the fields on the farm. They (like) <sup>9</sup> ..... their work. In this picture they (clean) <sup>10</sup> ..... the water around the rice plants. They (love) <sup>11</sup> ..... the countryside. When they go to work in the morning they (see) <sup>12</sup> ..... the snow on the mountains and sometimes they (hear) <sup>13</sup> ..... the pandas.

## Vocabulary

5 Match.



- 1 rocky hills ☐
- 2 a long river ☐
- 3 high mountains ☐
- 4 green fields ☐
- 5 a blue lake ☐
- 6 a big, dry desert ☐

### Writing skills: paragraph

This is a paragraph. The first sentence tells you what the paragraph is about. The other sentences give more information.

**I live in a village in the south of China.** China is a very big country with many rivers, dry deserts and fields. There are high mountains covered with snow near my village.

6 Write a paragraph about the countryside around your town or village.

I live in a small / big town / village in ... There are ...



## The Right Choice 1

### Presentation

#### 1 Listen and read.

It is nine o'clock on Monday morning at Westpark Comprehensive School. The pupils usually start lessons at this time but today they are in the main hall. They're listening to the headmaster. He has some important news for them.

Kathy, Tim, Julie and her brother, Sam, are in the hall too. They are very good friends. They often meet after school and spend a lot of time together.

'We don't usually meet on Mondays but today I have some important news for you. I'm sure you all know about the football league. Well, our team are the winners,' says the headmaster.

Sam plays for the school football team. He's crazy about football. He practises every day. He often watches football on TV and goes to football matches. He's a great footballer too. Now he's taking the cup from the headmaster.

'Look, Julie, your brother, Sam, is taking the cup from the headmaster,' says Kathy.

'Yes, he's the captain of the team,' says Julie. 'I'm really proud of him.'

'Shh! The headmaster's talking again,' says Kathy.

'Now our team can play in the All-England schools league. But they need a good football pitch,' says the headmaster. 'Today the workmen from the Brown's Building Company are at school. They're beginning work on the new pitch now.'

'It's really great news. The old pitch isn't very good,' says Julie.

'Yes, but look through the window, Julie! Can you see the workmen?' says Kathy.

'Oh, yes, but they aren't working. They're going into Upton Wood next to the school. That's strange,' answers Julie.

'Oh, come on! It's time for the Biology lesson,' says Kathy.





## Comprehension



### 2 Ask and answer.

- 1 Who has some important news for the school?
- 2 What is the news?
- 3 Who is the captain of the school football team?
- 4 What can the school football team do now?
- 5 Why are there workmen at the school?
- 6 Where are the workmen going?

#### Present Simple and Present Continuous

##### Present Simple routine

The pupils usually **have** lessons at nine o'clock on Mondays.

##### Time expressions

every day, often, usually, always, sometimes, never, on Mondays

##### Present Continuous now

They **are listening** to the headmaster.

##### Time expressions

today, now, at the moment

## Practice



### 3 Complete. Use the Present Simple or the Present Continuous. Then listen and check.

- Tim** Well done, Sam! A great shot! You (play) <sup>1</sup> are playing very well today.
- Sam** And you're a great goalie. You always (stop) <sup>2</sup> ..... all my shots at goal.
- Tim** Not always. Well, I only (practise) <sup>3</sup> ..... in our football lessons and once a week at the team practice. I want to practise every day.
- Sam** Yes, we all (need) <sup>4</sup> ..... extra practice now we're in the school league for England.
- Tim** It's fantastic news about the new football pitch.
- Sam** Yes, super! And the workmen (begin) <sup>5</sup> ..... the work now.
- Tim** Where (they / make) <sup>6</sup> ..... the pitch?
- Sam** In the school grounds near Upton Wood.



### 4 Make questions. Use the Present Simple or the Present Continuous. Then ask and answer.

Does the school meet every Monday?

No, it doesn't.

- 1 The school / meet / every Monday
- 2 What time / the pupils / usually / start / lessons
- 3 What / Sam / take / from the headmaster
- 4 Sam / practise / football / every day
- 5 The workmen / work / now
- 6 Where / the workmen / go / now



### 5 Listen and answer the questions.

- 1 Who is the headmaster talking to on the phone?
- 2 What's the problem with the workmen?
- 3 What are the workmen doing today?
- 4 What mustn't the workmen do?
- 5 What's the information about the football pitch?

#### Reading skills: understanding new words

- 1 Read the passage and circle the new words.
- 2 Try to guess the meaning of the new words from the whole sentence.
- 3 Check the meaning of the words in a dictionary.



### 6 Read. Then tell the class why the trees are important.

Kathy Jones  
Biology

Lesson 4

Topic: Why are trees important?



- 1 Trees take carbon dioxide from the air and produce oxygen. People and animals need oxygen to live.
- 2 Many animals, for example squirrels, birds and insects live in the trees.
- 3 Animals find food, for example nuts, berries and leaves in the trees.





# Revision 1

## Vocabulary

1 Put the words in the correct groups.

rocky field panda indoor housework  
dry swimming pool brilliant desert  
important headmaster unhappy

nouns

field

adjectives

rocky

2 Match.

- 1 polish ☐
- 2 make ☐
- 3 write ☐
- 4 wear ☐
- 5 do ☐
- 6 play ☐
- 7 sweep ☐

- ☐ b
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

- a the housework
- b the furniture
- c the floor
- d a coat
- e a mess
- f a letter
- g tennis

## Dictionary skills: dictionary entry

In a dictionary entry you can find information about the spelling, grammar, pronunciation and meaning (definition) of a word.

3 Match.

- a grammar
- b pronunciation
- c spelling
- d meaning

1 spelling

2

3

**school** /sku:l/ noun  
a place where children go to learn

4

## Pronunciation



4 Say. Then listen and check.

- |    |     |        |                          |
|----|-----|--------|--------------------------|
| 1  | /p/ | pen    | <input type="checkbox"/> |
| 2  | /b/ | book   | <input type="checkbox"/> |
| 3  | /t/ | ten    | <input type="checkbox"/> |
| 4  | /d/ | day    | <input type="checkbox"/> |
| 5  | /g/ | girl   | <input type="checkbox"/> |
| 6  | /f/ | fat    | <input type="checkbox"/> |
| 7  | /k/ | key    | <input type="checkbox"/> |
| 8  | /s/ | sun    | <input type="checkbox"/> |
| 9  | /z/ | zoo    | <input type="checkbox"/> |
| 10 | /h/ | happy  | <input type="checkbox"/> |
| 11 | /m/ | mother | <input type="checkbox"/> |
| 12 | /n/ | nice   | <input type="checkbox"/> |
| 13 | /l/ | listen | <input type="checkbox"/> |
| 14 | /r/ | red    | <input type="checkbox"/> |
| 15 | /j/ | yes    | <input type="checkbox"/> |



5 Listen again. Which letters make the same sound in your language? Tick ✓ the correct boxes in Exercise 4.



6 Write the words next to the correct symbols. Then listen and check.

go king yellow zebra holiday  
father rose long me nose pet  
dog tent boy sing

- |   |     |           |    |     |       |
|---|-----|-----------|----|-----|-------|
| 1 | /p/ | ...pet... | 9  | /z/ | ..... |
| 2 | /b/ | .....     | 10 | /h/ | ..... |
| 3 | /t/ | .....     | 11 | /m/ | ..... |
| 4 | /d/ | .....     | 12 | /n/ | ..... |
| 5 | /g/ | .....     | 13 | /l/ | ..... |
| 6 | /f/ | .....     | 14 | /r/ | ..... |
| 7 | /k/ | .....     | 15 | /j/ | ..... |
| 8 | /s/ | .....     |    |     |       |



## Grammar

- 7** Student A, look at the picture below and make questions. Then ask and answer about the picture. Student B, turn to page 104.



### Student A

What are the cats in the garden doing?

The cats are ...

- 1 What / the cats in the garden / do
- 2 How many / pigs / swim
- 3 Which animal / dive / into the swimming pool
- 4 What / the girl in the red dress / do
- 5 What / the dog / do

- 8** Close your books and write sentences about the picture in Exercise 7. The group with the most sentences wins.

The cat is drinking milk.

- 9** Complete. Use the Present Simple or the Present Continuous.

Today is Saturday. The Johnsons and their children, Mike and Sally, are at home. Mr Johnson (not / work) <sup>1</sup> doesn't work on Saturdays. He usually (clean) <sup>2</sup> ..... the house. Mrs Johnson often (go) <sup>3</sup> ..... to the shops on Saturdays but today she (make) <sup>4</sup> ..... a special cake. Mike and Sally (not / usually / stay) <sup>5</sup> ..... at home on Saturdays. But they are at home today. They (help) <sup>6</sup> ..... their dad. They (work) <sup>7</sup> ..... very hard because it is Mike's birthday party on Sunday!

- 10** Complete. Use the correct form of the verbs in the box.

like feel understand  
know need want

- 1 The boy understands French but he can't speak it.
- 2 She ..... lots of famous people.
- 3 ..... you ..... happy?
- 4 Flowers ..... oxygen to grow.
- 5 ..... you ..... some lemonade?
- 6 ..... you ..... my new hat?

- 11** Make questions. Then ask and answer.

Do your parents like Chinese food?

No, they don't.

- 1 (like) ..... your parents ..... Chinese food?
- 2 (help) ..... you usually ..... with the housework at home?
- 3 (wear) ..... you ..... red socks today?
- 4 (know) ..... your parents ..... your marks in English?
- 5 (sit) ..... you ..... on my pencil? I can't find it.

## Song Time

- 1** Listen and answer the questions.

- 1 What is the song about?
- 2 Who is Sue?
- 3 What does the boy do every day?
- 4 What is the boy doing now?



- 2** Listen and sing the song. Look at page 104.





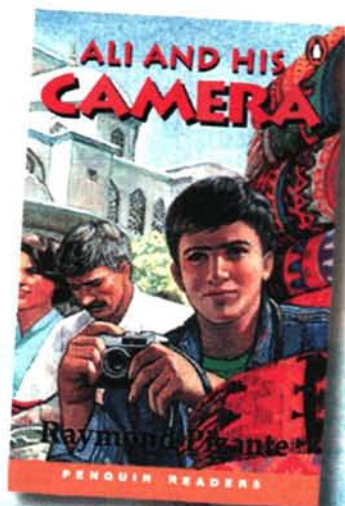
# Reading Corner



- 1** Look at the cover and answer the questions. Then read and check your answers.

- 1 Where is Ali from?
- 2 What is the story about?

Ali lives in Turkey. He wants to have a camera. Every day after school he goes to the market near his house. People buy food there and Ali carries their bags for them. Then the people pay Ali. Ali needs this money to buy a camera. He always keeps the money in his pocket. Then one day ...



## Reading



- 2** Read and answer the questions.

- 1 What work is Ali doing in the market today?
- 2 Does the big man work in the market?
- 3 Who does the big man hit?
- 4 What does the big man do next?
- 5 How does Ali feel?

One afternoon, Ali is carrying a heavy bag for an old man.

'There's a man behind us,' the old man says. 'Do you know him?'

Ali looks at the man behind them. He is big and strong.

'No, I don't know him. He doesn't work in the market.'

'Watch my bag!' the old man says. 'Perhaps he's a thief.'

Ali thinks of the money in his pocket.

'Let's walk quickly,' he tells the old man.

'I can't walk quickly. You're young, but I'm not!'

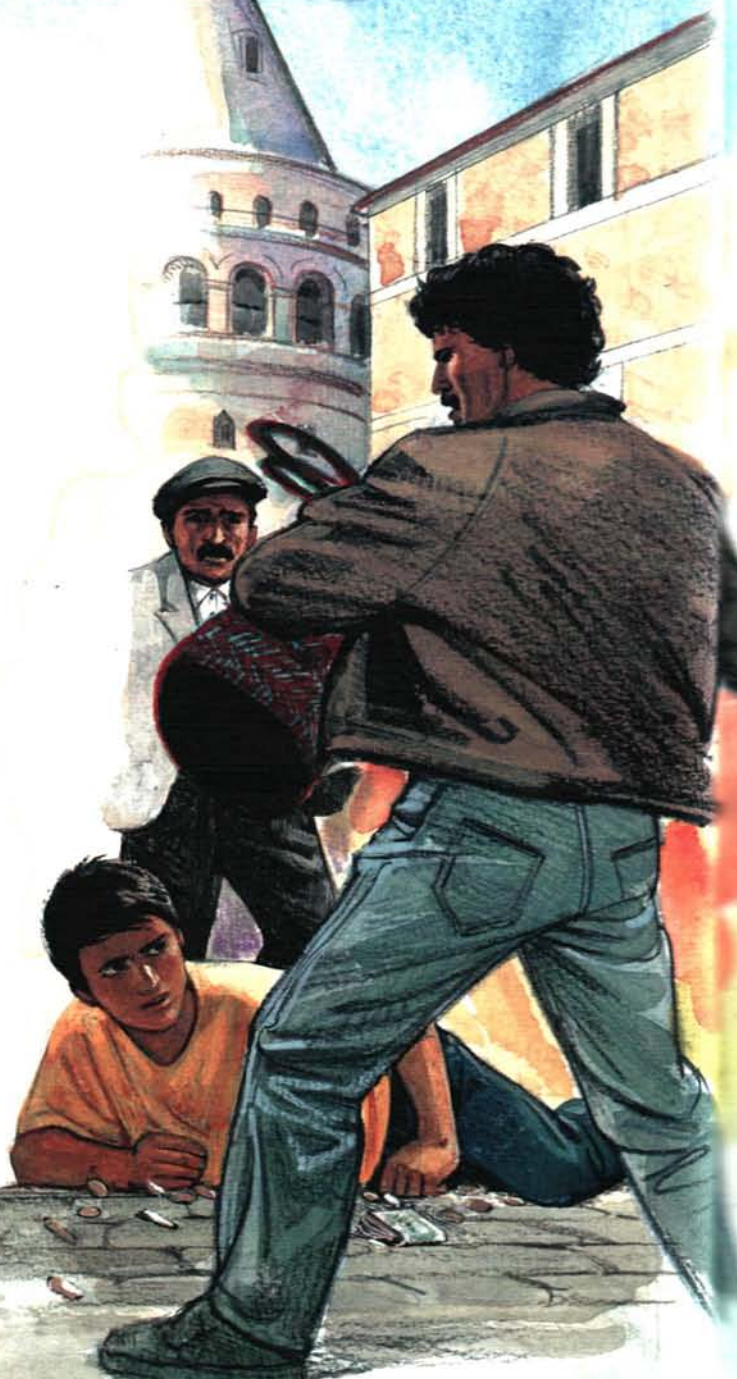
Suddenly, the big man takes the bag from Ali's hand and starts to run away. Ali runs after him. The man hits Ali. Ali falls down, and his money falls out of his pocket. The man puts down the bag. Then he takes Ali's money and runs away. Ali gives the bag to the old man.

'Thank you very much,' the old man says.

'You're a very good young man.'

Ali is unhappy, but he does not talk about the money. That evening, he does not tell his mother and father about it.

from *Ali and his Camera* by Raymond Pizante





## Listening

3 Listen. Tick ✓ true. Cross ✗ false.

- 1 Ali gets a camera from Yusuf. ☒
- 2 Ali takes a photo of Yusuf and his mother. ☐
- 3 Yusuf works for a newspaper. ☐
- 4 Ali's photos are very good. ☐
- 5 Ali starts working in a small photography shop. ☐

## Speaking

4 Read and discuss which is the best ending for the story.

*I think the best ending is ...*



- 1 Ali is a good worker and he learns a lot about photography. The shop becomes famous. Yusuf's newspaper writes about the shop and Ali's photos.
- 2 Ali becomes a very good photographer. Yusuf puts Ali's photos in his newspaper. Ali becomes famous and starts selling his photos to tourists.
- 3 Ali learns a lot about photography. There is a photography competition in Yusuf's newspaper and Ali sends one of his photos. Ali wins the first prize in the competition - he can study at a college of photography.

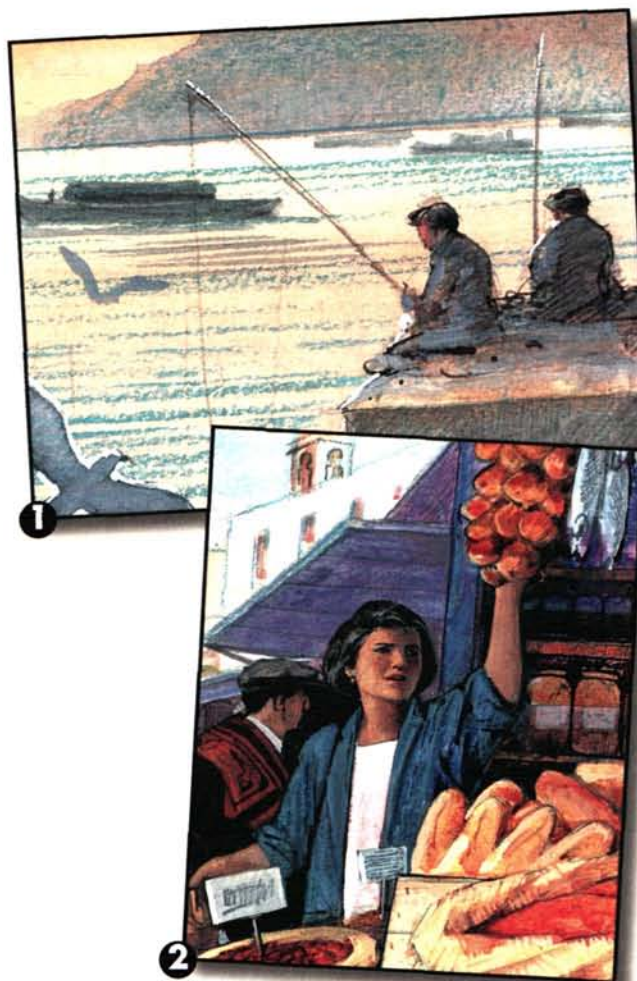
5 Tell the class your answer. For the correct ending read the book.

*The best ending is ... because ...*

6 Talk about Ali's photographs. Use the Present Continuous.

*This is a photo of fishermen.*

*It is evening and the sun is going ...*



## Writing

7 Describe the photographs in Exercise 6.

### Photograph 1

*This is a photo of fishermen. It is evening and the sun ...*

### Photograph 2

*This is a photo of a woman in the market. She is looking at the food ...*





## Presentation

1905

1 Listen and read. Then answer the question.

*Where is Piccadilly Circus?*

The Londoners are doing a project on London, for their History teacher, Mrs Linton. Mark was born in London. His parents, grandparents and his great-grandparents were born there too. He knows a lot about the history of London. Today he has got an old photo of Piccadilly Circus, a famous place in the centre of London.

2 Listen and read.

**Mrs Linton** This is a photo of Piccadilly Circus now and Mark's got a black and white photo of Piccadilly Circus in 1905. It was his great-grandfather's photo.

**Rob** Oh, there were a lot of buildings in Piccadilly Circus in 1905!

**Mark** Yes, there were always lots of shops, restaurants and office blocks because Piccadilly Circus is in the centre of London.

**Rob** Was your great-grandfather a photographer, Mark?

**Mark** No, he wasn't a photographer. He was a baker. His shop was in Piccadilly Circus.

**Vicki** Were your great-grandparents rich?  
**Mark** Well, they weren't rich and they weren't poor. But there were a lot of poor people in London then.

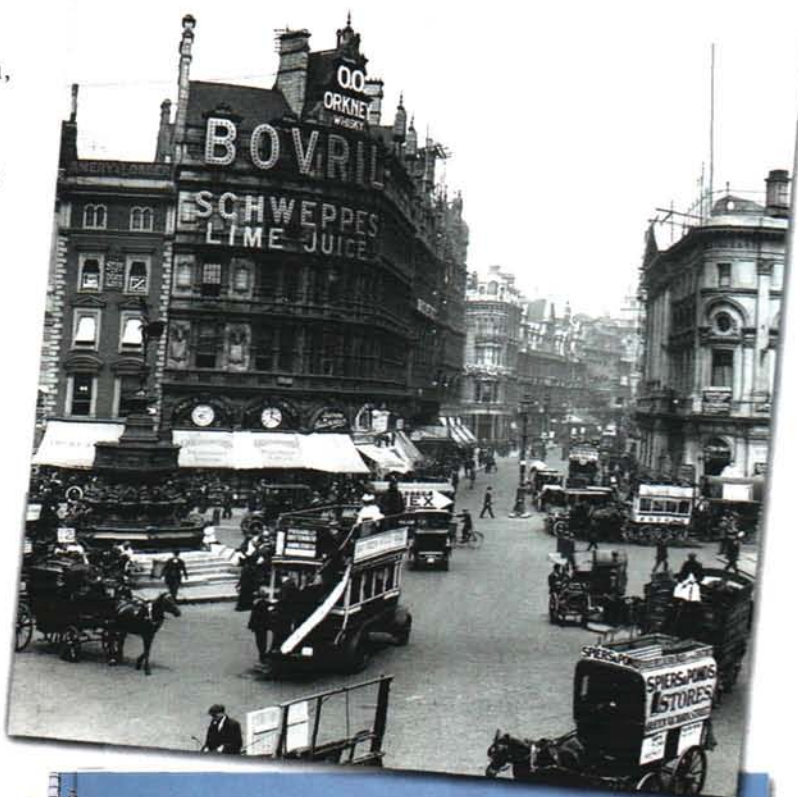
**Rob** How many people were there in London in 1905, Mrs Linton?

**Mrs Linton** There were more than six million.

**Kim** Was there a lot of traffic in Piccadilly Circus in those days?

**Mrs Linton** No, there wasn't a lot. There weren't any zebra crossings or traffic lights and the traffic was very slow because Piccadilly is a roundabout. Also there were horse-drawn carriages and there weren't many cars or buses. The buses were double-deckers with open tops.

**Rob** There are some open top buses now but they're only for the tourists to see the sights – and the rain!



Now







## Comprehension

### 3 Tick ✓ true. Cross ✗ false.

- 1 Mark knows a lot about London. ☒
- 2 Mark's great-grandfather was a photographer. ☐
- 3 In 1905 there were more than ten million people in London. ☐
- 4 There was a lot of traffic in Piccadilly Circus in 1905. ☐
- 5 The open top buses are for tourists now. ☐

### Vocabulary

### 4 Match.

- 1 a roundabout ☐
  - 2 an open top bus ☐
  - 3 traffic lights ☐
  - 4 a zebra crossing ☐
  - 5 a double-decker bus ☐
  - 6 traffic ☐
- a a bus with two levels
  - b traffic goes round it in a circle
  - c all the cars, buses etc. in a street
  - d coloured lights in a street; they stop and start the traffic
  - e black and white lines on a street; people can cross the street there
  - f a bus without a roof

#### Past Simple: to be

He **was** a photographer.  
He **wasn't** a photographer.  
Was he a photographer?  
Yes, he **was**. / No, he **wasn't**.  
Why **was** he a photographer?

They **were** poor.  
They **weren't** poor.  
Were they poor?  
Yes, they **were**. / No, they **weren't**.  
Why **were** they poor?

### BE CAREFUL

Mark **was born** in London.  
His parents **were born** in London too.

## Practice

### 5 Complete. Use the Past Simple of to be.

- 1 Mark's photo was his great-grandfather's.
- 2 The buses in 1905 were double-deckers.
- 3 Mark's mother was born in London.
- 4 Mark's grandfather (not) wasn't poor.
- 5 Kim's parents (not) were not born in London.

#### Past Simple: there is / there are

There **was** a lot of traffic.  
There **wasn't** a lot of traffic.  
Was **there** a lot of traffic?  
Yes, **there was**. / No, **there wasn't**.  
When **was there** a lot of traffic?

There **were** a lot of poor people.  
There **weren't** a lot of poor people.  
Were **there** a lot of poor people?  
Yes, **there were**. / No, **there weren't**.  
Why **were there** a lot of poor people?



### 6 Complete. Use the correct forms of to be, there is and there are. Then listen and check.

- Vicki** Your great-grandfather's photo in black and white is very nice, Mark.
- Mark** Yes, it is. Of course, (not) there weren't colour photos in those days. Can you see the lady in the big white hat?
- Vicki** Yes, I can. Why?
- Mark** Well, she was my great-grandmother! She wasn't a Londoner too but she (not) wasn't very happy there. Her best friends (not) were not from London.
- Vicki** And why were there double-decker buses in those days?
- Mrs Linton** Because were there lots of people in the centre of town.
- Kim** Was there a lot of traffic in other places in London in 1905, Mrs Linton?
- Mrs Linton** No, there wasn't. Outside of the centre of London were there usually only horse-drawn carriages and bicycles.



### 7 Listen and circle the correct answer.

- 1 Mrs Linton is / isn't a Londoner.
- 2 Mrs Linton was born in north / central London.
- 3 In 1960 there weren't many houses / office blocks in north London.
- 4 There was a school / roundabout in front of Mrs Linton's house.
- 5 There was / wasn't a lot of traffic in front of Mrs Linton's house.
- 6 There was / wasn't a zebra crossing near Mrs Linton's school.





## Presentation

1 Listen and read.



**Clueless** Yesterday I had an urgent phone call from Lord Rich. There was a thief in his house and he wanted to see me.

**Holmes** Wow! So you're a famous detective now.



**Clueless** I hurried to Lord Rich's house. I got on the Number 6. It was the wrong bus. So I decided to walk there because it was urgent.

**Holmes** A brilliant decision, Clueless!



**Clueless** I knocked at the door. A housekeeper opened it. First he took my hat and put it on the shelf. Then he took the money from my pocket.

**Holmes** And you saw that! Well done, Clueless.



**Clueless** Next I went into the dining room with Lord Rich and we ate a delicious meal. Then we played chess and drank some tea. After that the housekeeper came and took the plates, and then he took money from Lord Rich's pocket.



**Clueless** Finally I decided to tell Lord Rich about it. I said, 'Your housekeeper is the thief.'

**Holmes** Very clever, Clueless! Was Lord Rich surprised?

**Clueless** No, he wasn't. He knew it! He shouted, 'I know! Now continue the game - I'm winning!'



**Holmes** But he wanted your help to find the thief.

**Clueless** No, he only wanted to play chess with me.





## Comprehension

### 2 Put the sentences in the correct order.

- Clueless went to Lord Rich's house.
- Lord Rich wanted to play chess with Clueless.
- The housekeeper took Clueless's hat and his money.
- Clueless and Lord Rich ate and drank.
- The housekeeper took the plates and Lord Rich's money.
- Clueless had an urgent phone call from Lord Rich.



#### Past Simple positive

**regular** I **knocked** at the door.  
He **wanted** to see me.  
We **played** chess.

**irregular** I **went** into the dining room.  
He **took** the money from my pocket.  
We **ate** a delicious meal.

## Practice

### 3 Look at Exercise 1 and complete.

#### Past Simple

##### Regular

- want wanted
- ask .....
- hurry .....
- decide .....
- ..... walked
- knock .....
- open .....
- play .....
- shout .....
- ..... telephoned

##### Irregular

- have had
- ..... saw
- get .....
- take .....
- put .....
- go .....
- eat .....
- drink .....
- come .....
- ..... told
- say .....
- know .....

### 4 Complete. Use the Past Simple.

First Lord Rich and Clueless (finish) <sup>1</sup> finished their game of chess. Then Lord Rich (telephone) <sup>2</sup> ..... the police. Next the police (come) <sup>3</sup> ..... to Lord Rich's house and (ask) <sup>4</sup> ..... a lot of questions. The police, Lord Rich and Clueless (know) <sup>5</sup> ..... the housekeeper (be) <sup>6</sup> ..... the thief but they (want) <sup>7</sup> ..... to find the money too. The housekeeper (be) <sup>8</sup> ..... clever and he (put) <sup>9</sup> ..... the money in a vase. Finally Clueless (decide) <sup>10</sup> ..... to leave. He (take) <sup>11</sup> ..... his hat from the housekeeper but he (knock) <sup>12</sup> ..... the vase on the floor and there (be) <sup>13</sup> ..... the money. What a great detective!

### 5 Read Exercise 4 again and put the pictures in the correct order.



## Speaking skills: sequencing words

Use the following words when you're telling a story:  
*first, next, then, after that, finally.*

### 6 Look at Exercise 1 and circle all sequencing words.



### 7 Close your books and tell the story of Lord Rich's money. Use the sequencing words.

*First Clueless had an urgent phone call from Lord Rich.*

*Lord Rich had a thief in his house.*





## editors' letter

Hi! Do you like outdoor activities? Camping is a very popular outdoor activity around the world. We've got an interview with Annie from Germany about her camping holiday last year. Then you can do a quiz about the equipment for outdoor activities.

Read on!

*Ally and Alex*

- 1** Listen and read. Then answer the question.

*What kind of holiday did Annie have last year?*

## Presentation

- 2** Listen and read.

## Fun with the mosquitoes!



**Alex** Now, you often go camping with your family, Annie. Where did you go last year?

**Annie** We went camping in Germany.

**Alex** Did you enjoy it?

**Annie** Yes, I did. I enjoyed it very much. The weather was wonderful! It didn't rain once. My dad put up the tent near a river. We swam every morning and we ate outside every day.

**Alex** Did you cook?

**Annie** No, I didn't. My mum and dad made the meals. My dad's a terrible cook. Only the flies and wasps enjoyed his meals.

**Alex** What did you do?

**Annie** My brother and I washed up after meals and made the campfire. Our most valuable equipment was matches.

**Alex** Did you have sleeping bags?

**Annie** Yes, we did. I used a torch to read in my sleeping bag at night.

**Alex** And did you sleep well?

**Annie** No, we didn't sleep very well. The mosquitoes bit us every night. And my dad snores and he made a terrible noise!

## Comprehension

- 3** Tick ✓ what Annie did on her holiday.

- |                         |                                     |
|-------------------------|-------------------------------------|
| 1 washed up after meals | <input checked="" type="checkbox"/> |
| 2 put up the tent       | <input type="checkbox"/>            |
| 3 made the meals        | <input type="checkbox"/>            |
| 4 swam every morning    | <input type="checkbox"/>            |
| 5 made the campfire     | <input type="checkbox"/>            |
| 6 read at night         | <input type="checkbox"/>            |
| 7 snored all night      | <input type="checkbox"/>            |
| 8 enjoyed Dad's meals   | <input type="checkbox"/>            |

## Past Simple negative and questions

**regular** I washed up after meals.  
I **didn't wash** up after meals.

Did you **wash** up after meals?

Yes, I **did**. / No, I **didn't**.

What **did** you **do**?

**irregular** We **ate** outside.

We **didn't eat** outside.

Did you **eat** outside?

Yes, we **did**. / No, we **didn't**.

Where **did** you **eat**?





## Practice

### 4 Correct the sentences.

- Annie's parents washed up after meals.  
*Annie's parents didn't wash up after meals.*  
*Annie and her brother washed up after meals.*
- Annie put up the tent.
- The family swam every afternoon.
- Annie used matches to read in her sleeping bag.
- Annie's brother cooked the meals.
- Annie and her brother enjoyed their dad's meals.

### 5 Ask and answer about Annie's holiday.

Where did Annie go on holiday?

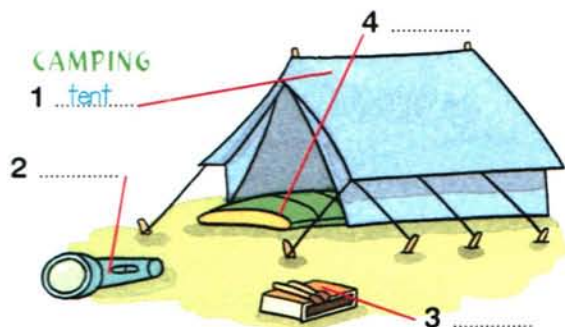
She went to Germany.

### Vocabulary

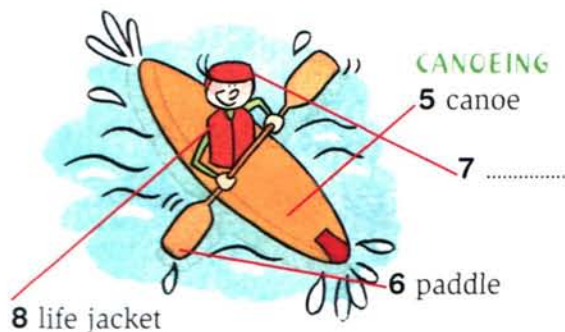
### 6 Complete. Use the words in the box. Then listen and repeat.

matches torch sleeping bag  
tent map helmet

#### CAMPING



#### CANOEING



#### WALKING

9 compass

10 map

11 walking boots

12 rucksack

### 7 Circle the correct answer.

#### Outdoor Activities Quiz



Pierre from Belgium  
went walking last year.



Marianna is from Argentina.  
She went canoeing on her holiday.



Annie went camping  
last year.

- What did Annie use to start a fire?  
a matches b a torch
- What did Marianna wear on her head?  
a a helmet b a tent
- What did Pierre carry on his back?  
a a life jacket b a rucksack
- What did Pierre wear on his feet?  
a walking boots b paddles
- What did Marianna use to move the canoe?  
a a compass b a paddle
- What did Annie sleep in?  
a a life jacket b a sleeping bag
- What did Pierre use to find his way?  
a a paddle b a compass

### Listening skills: putting events in order

- Read the sentences.
- Try to put the events in order before you listen to the tape.

### 8 Listen and put the sentences in the correct order.

- Pierre's father telephoned for help.
- They stopped and ate their sandwiches.
- The wind blew the map from Pierre's hands.
- Pierre fell down and broke his leg.
- Pierre and his dad went walking.
- The rescue team arrived.

☐  
☐  
☐  
☐  
☒  
☐



## The Right Choice 2

**1 Remember the story! Complete.**

Westpark Comprehensive School's <sup>1</sup>football team needs a new football <sup>2</sup>..... for the All-England schools league matches. The <sup>3</sup>..... from the Brown's Building Company aren't in the school grounds. They're in the <sup>4</sup>.....

**Presentation****2 Listen and read.**

At the lunch break the girls met Sam and his friend, Tim. 'It's great news about the new football pitch,' said Julie. 'Yes,' replied Sam. 'But where are the workmen?' 'We saw them this morning,' answered Julie. 'They went into Upton Wood.' 'Upton Wood! That's strange!' said Sam. 'Why did they go there?' asked Tim. 'Let's go and find them!' said Sam.

The children went to the end of the school grounds. The workmen weren't there. Then the children went into the wood. They heard the workmen's voices and hid behind some trees.

'What are they doing?' asked Kathy.

'They're measuring the ground,' said Sam, 'and marking the trees with red crosses.'

At that moment the school bell rang for afternoon lessons.

'Quick, let's go!' said Julie.

The children ran back to the school grounds.

'I think those workmen are making the football pitch in Upton Wood. They want to cut down the trees,' said Julie.

'That's terrible!' said Kathy.

'But we need a new football pitch,' said Tim. 'The old football pitch never dries out.'

'OK. But we need the trees in Upton Wood too!' said Kathy.

'Let's go to the Brown's Building Company after school and find out about their plans,' said Sam.





## Comprehension



### 3 Answer the questions.

- 1 When did the girls meet Tim and Sam?
- 2 Why didn't the workmen see the children?
- 3 Why did the workmen mark the trees with red crosses?
- 4 Why did the children run back to the school grounds?
- 5 Where did Sam want to go after school?

#### Present Simple, Present Continuous and Past Simple

##### Present Simple

The old football pitch never **dries** out.

##### Present Continuous

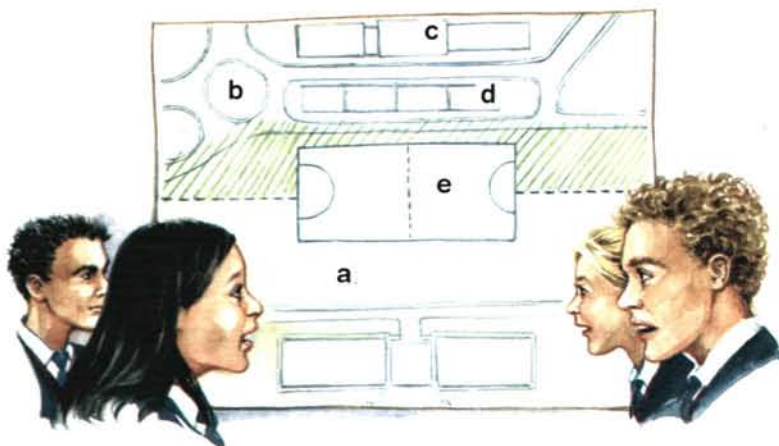
They're **measuring** the ground.

##### Past Simple

The children **went** into the wood.

## Practice

### 4 Complete. Use the correct verb forms. Then listen and check.



After school the children (go) <sup>1</sup>.....**went**..... to the offices of the Brown's Building Company.

'Can we see Mr Brown, please?' (say) <sup>2</sup>..... Sam to the receptionist.

'Oh you're lucky!' the receptionist (reply) <sup>3</sup>.....

'Mr Brown (not / often / come) <sup>4</sup>..... here in the afternoons but he (work) <sup>5</sup>..... in his office now. It's on the first floor.'

The children (take) <sup>6</sup>..... the lift to the first floor. The door of Mr Brown's office (be) <sup>7</sup>..... open. The children (walk) <sup>8</sup>..... in but Mr Brown (not / be) <sup>9</sup>..... there. There (be) <sup>10</sup>..... large drawings on the wall.

'What (you / do) <sup>11</sup>.....?' said Sam to Kathy.

'I (look) <sup>12</sup>..... at these plans,' said Kathy. 'They're the plans for Upton Wood!'

### 5 Read and label the plan in Exercise 4.

- |                  |                                     |
|------------------|-------------------------------------|
| 1 school grounds | <input checked="" type="checkbox"/> |
| 2 football pitch | <input type="checkbox"/>            |
| 3 shops          | <input type="checkbox"/>            |
| 4 office blocks  | <input type="checkbox"/>            |
| 5 roundabout     | <input type="checkbox"/>            |

The children looked at the drawings. They were the plans for Upton Wood. The football pitch was half in the wood and half in the school grounds. Behind the football pitch were shops and there were office blocks behind them. There were roads all around these buildings and there was a roundabout next to the shops. There weren't any trees in the plan.

'We must tell our friends at school about this plan. We must stop it,' said Sam.



### 6 Make questions about the story. Then ask and answer.

*Who are the children in the story?*

*They are Sam, Julie, Tim and Kathy.*

- 1 Who / the children / in the story
- 2 What / the school / need / for the football team
- 3 Where / the workmen / work / now
- 4 Mr Brown / usually / work / in the afternoons
- 5 Where / the children / see / the plans for Upton Wood



### 7 Tell the story of *The Right Choice*. Use the words in the box.

first then next after that finally

*The school football team won the town's football league.*

*Then the workmen from the Brown's Building Company came to the school to make a new football pitch.*





# Revision 2

## Vocabulary

### 1 Match.

- 1 You can use this to travel on a river.
- 2 You can use this to see things at night.
- 3 You need these to start a fire.
- 4 You use it to find your way.
- 5 You use this to move a canoe.
- 6 You carry this on your back.
- 7 You can sleep in them outdoors.
- 8 You use it to find North.

- a matches
- b canoe
- c map
- d torch
- e rucksack
- f compass
- g paddle
- h tents

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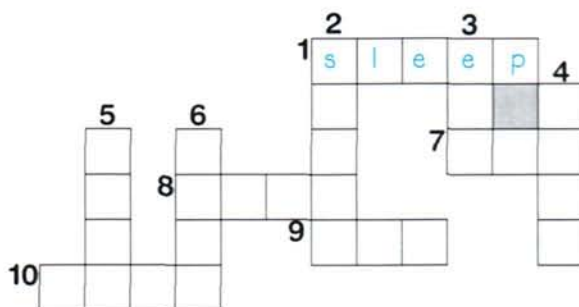
### 4 Complete.

#### Across

- 1 /slɪp/
- 7 /tu:/
- 8 /lʊk/
- 9 /sɪt/
- 10 /tru:/

#### Down

- 2 /sɒks/
- 3 /i:t/
- 4 /dɔ:/
- 5 /fɔ:/
- 6 /blu:/



## Grammar



- 5 Make eight questions about the pictures. Use *there was* / *there were*. Then ask and answer with a partner.

Was there a restaurant in the street in 1964?

No, there wasn't.

### 2 Complete. Use *do* or *make*.

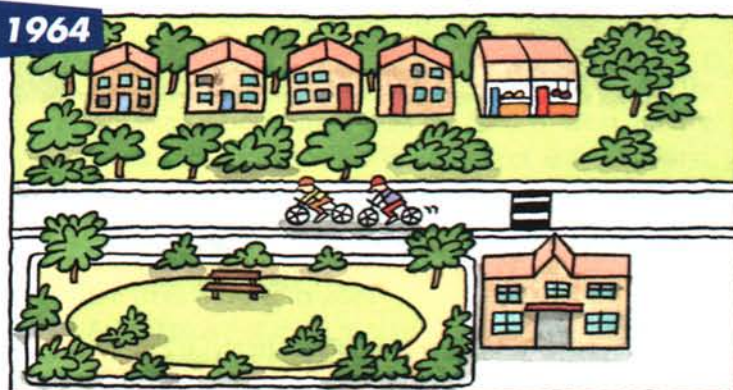
- 1 make a football pitch
- 2 ..... a campfire
- 3 ..... a meal
- 4 ..... a project
- 5 ..... a quiz
- 6 ..... a noise

## Pronunciation

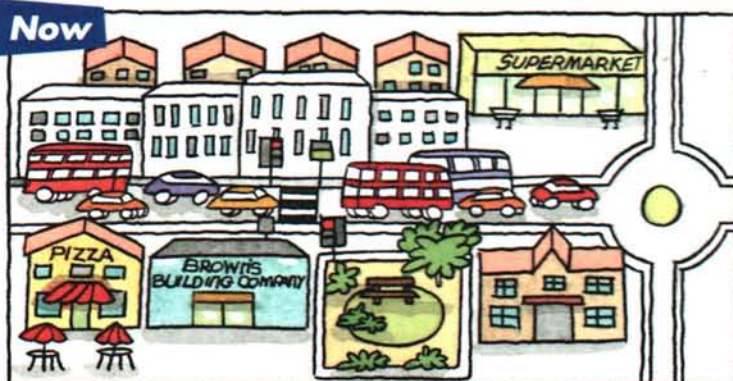
### 3 Say. Then listen and check.

- |              |           |
|--------------|-----------|
| 1 /i:/       | 2 /ɪ/     |
| /si:/ see    | /ɪt/ it   |
| 3 /u:/       | 4 /ʊ/     |
| /tu:/ two    | /pʊt/ put |
| 5 /ɔ:/       | 6 /ɒ/     |
| /snɔ:/ snore | /tɒp/ top |

1964



Now





## 6 Complete. Use the Past Simple.

### My Holiday in London by Juan

Last year I (have) <sup>1</sup> had a great holiday. I (go) <sup>2</sup> ..... to England with my family. We (stay) <sup>3</sup> ..... in a hotel in Piccadilly Circus in London and every night we (eat) <sup>4</sup> ..... in a different restaurant. One day we (take) <sup>5</sup> ..... an open top bus. We (visit) <sup>6</sup> ..... Buckingham Palace and we (see) <sup>7</sup> ..... the Queen but we (not / speak) <sup>8</sup> ..... to her.

## 7 Make questions. Then ask and answer about Juan's and Kate's last holidays.

Juan, did you go to another country?

Yes, I did. I went to England.

	Juan	Kate
<sup>1</sup> go to another country	✓ (England)	✗ (small village)
<sup>2</sup> go with your family	✓ (parents and sister)	✗ (a friend and her parents)
<sup>3</sup> take a sleeping bag	✗	✓
<sup>4</sup> sleep in a tent	✗ (a hotel)	✓
<sup>5</sup> cook your meals	✗ (eat in restaurants)	✓
<sup>6</sup> make new friends	✓	✓

## 8 Tell the class about your last holiday. Look at Exercise 7 for ideas.

Last year I went on holiday with ...

## 9 Make questions.

- 1 He went camping two years ago. (When?)  
*When did he go camping?*
- 2 My mother cooked fish last night. (What?)
- 3 She drank ten colas last week. (How many?)
- 4 We camped by a river. (Where?)
- 5 My brother was born in 1995. (When?)

## 10 Circle the correct answer.

- 1 Do you like making cakes?  
a Yes, I am. b Yes, I do.  
c Yes, I did.
- 2 My brother ..... to the cinema every week.  
a goes b is going c go
- 3 Do you ..... every day?  
a swim b swam c swimming
- 4 ..... he go there last week?  
a Does b Is c Did
- 5 Look! They ..... behind the trees.  
a hide b are hiding c hid

## Fun Time

- 1 Write verbs from the last four lessons on the blackboard.
- 2 Divide the class into two groups.
- 3 Student from Group A, choose a verb and make a sentence.
- 4 Student from Group B, repeat the sentence and add another sentence to make a story.
- 5 Score one point for each correct sentence.

Yesterday Mary had a party.

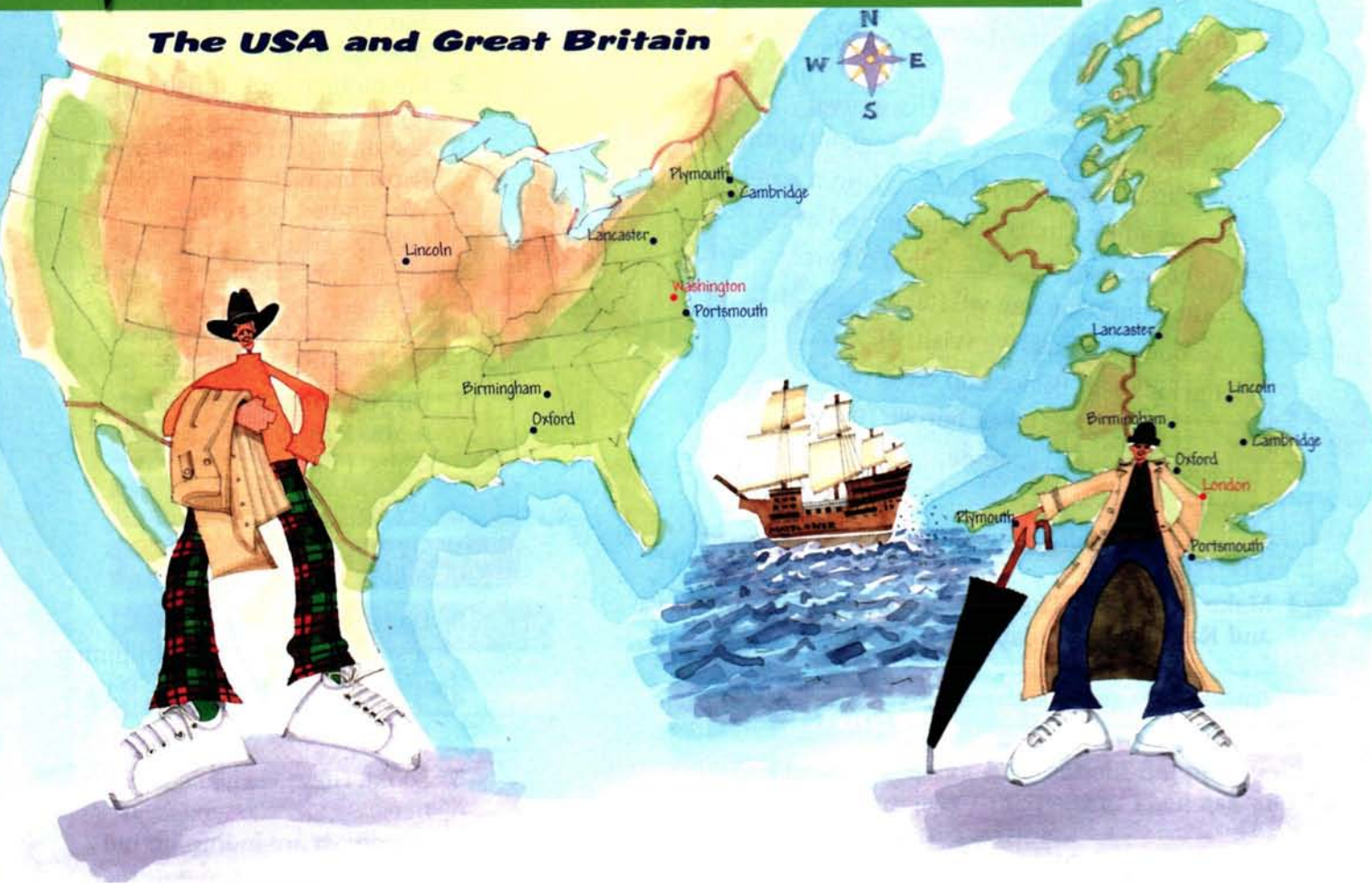
Yesterday Mary had a party.  
She invited twenty friends.





# Culture Corner

## The USA and Great Britain



### Reading



**1** Read and guess the meaning of *differences* and *similarities* and other new words. Then check your answers in a dictionary.

**2** Read the first sentence in each paragraph. Which paragraph tells you about ...

- 1 American and British people? ☐
- 2 the English language in Great Britain and the USA? ☐
- 3 the first British people in America? ☐

**a** One of the first groups of British people, now called the Pilgrims, went to America four hundred years ago. Before that time only Native Americans lived there. The Pilgrims left England from a town called Plymouth and now there is a town in the USA with the same name. Many people from Great Britain followed the Pilgrims to America. They also gave British names to their towns, so now there are a lot of towns in the USA and Great Britain with the same names. Look at the maps of Great Britain and the USA and find some of these towns.

**b**

The Pilgrims took their language to America. So the Americans and the British speak the same language - but with some differences! In the USA the people speak American English and in Great Britain they speak British English. The accent is different in these two types of English and often the spelling and the meaning of words are different too.

**c**

There are many other similarities and differences between the people of the USA and Great Britain. Many British people love American pop music, films, jeans and fast food. The Americans like wearing British woollen jumpers and macs (mackintoshes) - but they call them sweaters and raincoats!



## Listening

3 Listen and read.



2 **BrE a packet of biscuits**  
**AmE a package of cookies**



4 **BrE a packet of crisps**  
**AmE a bag of potato chips**



4 What did the British woman and the American man buy? Listen and tick ✓. Then compare the shopping lists.

1 British woman

2 American man

crisps ☐  
eggs ☐  
chips ☒  
biscuits ☐  
a tin of tomatoes ☐  
bananas ☐

cookies ☐  
French fries ☐  
ice cream ☐  
a can of tomatoes ☐  
apples ☐  
potato chips ☐

My friend, Bill, has got ginger hair and he often wears a jumper, black trousers and blue trainers.

Oh, I've got a friend called Bill too. But he's got red hair and he usually wears a sweater, black pants and blue sneakers.



## Speaking

5 Complete. Student A, look at the crossword below. Student B, turn to page 104.

Number 1 is food.

Is it fast food?

Yes, it is.

Is it a hamburger?

Yes, it is.

Student A

1	H	A	M	B	U	R	G	E	R
2	P	L	Y	M	O	U	T	H	
3									
4	J	U	M	P	E	R			
5									
6	B	I	S	C	U	I	T	S	
7									

## Writing

6 Write a paragraph about the differences and similarities between Great Britain and the USA.

There are many differences between Great Britain and the USA. There are 50 states in ...

## Project

- Find things from Great Britain and the USA, for example food labels, pictures of clothes, advertisements for TV programmes and films.
- Stick your pictures and photos on a poster and label them with their British and American names.

### BRITISH AND AMERICAN ENGLISH


BrE sweets  
AmE candies



BrE film  
AmE movie



## Presentation

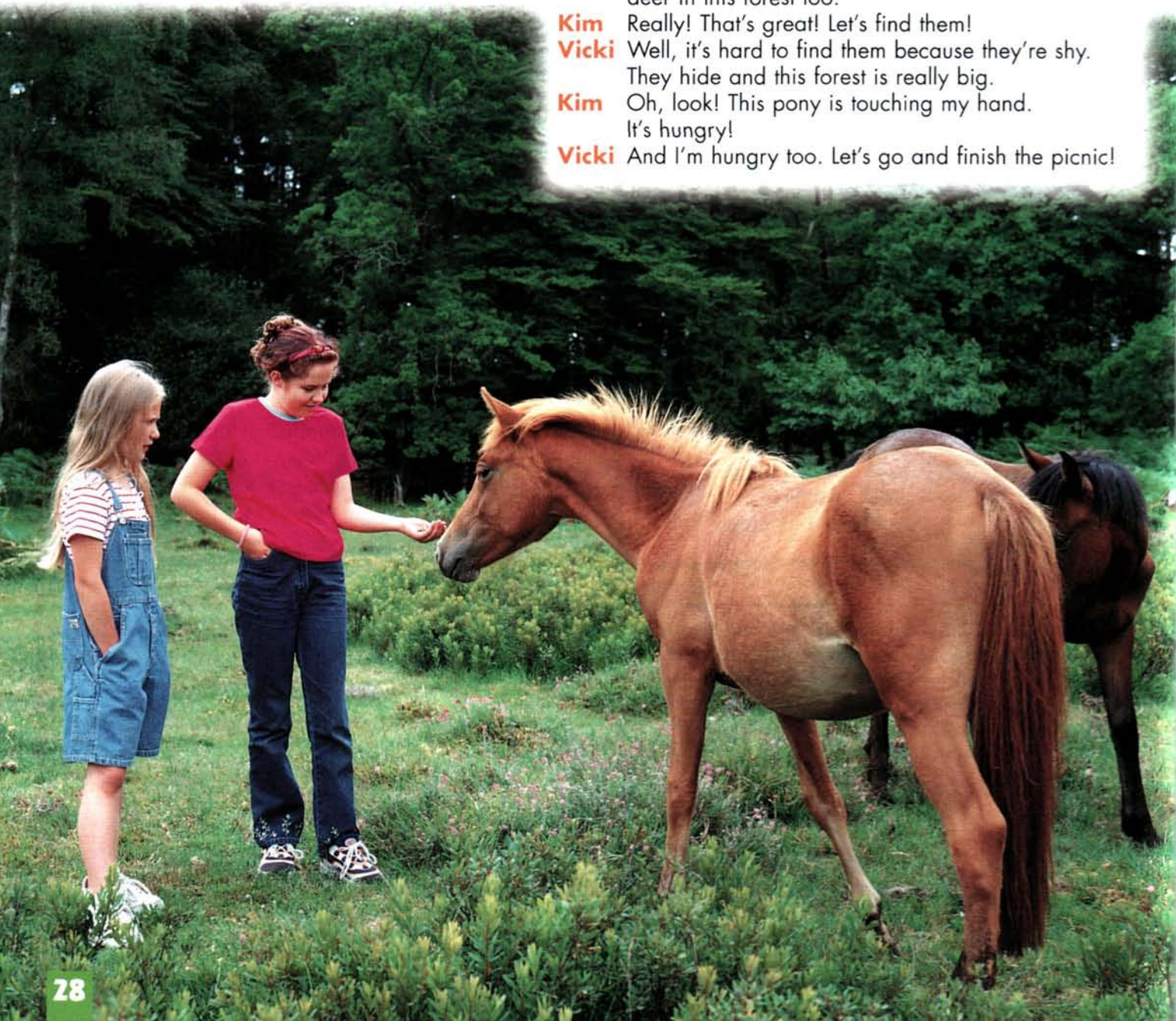
 **1** Listen and read. Then answer the question.

### *Why is the New Forest famous?*

Today Kim and Vicki are having a picnic in the New Forest with Vicki's parents. The New Forest is the biggest forest in the south of England. It's famous because it's got about 1,500 deer and lots of wild ponies. Some of the ponies are friendly and people can touch them.

 **2** Listen and read.

- Vicki** I think this is the nicest forest in England.  
**Kim** You're right. I love these New Forest ponies! They're prettier than horses.  
**Vicki** Yes. Their tails and manes are longer.  
**Kim** And they're smaller than horses. I'm scared of horses but I'm not scared of these ponies.  
**Vicki** Of course not! We're taller than them! I think the New Forest ponies are the smallest ponies in Great Britain.  
**Kim** Welsh ponies are smaller than these ponies, I think. And they're fatter too.  
**Vicki** How do you know that?  
**Kim** My dad's from Wales. I go there every summer.  
**Vicki** Oh, yes, I forgot that. There are lots of very pretty deer in this forest too.  
**Kim** Really! That's great! Let's find them!  
**Vicki** Well, it's hard to find them because they're shy. They hide and this forest is really big.  
**Kim** Oh, look! This pony is touching my hand. It's hungry!  
**Vicki** And I'm hungry too. Let's go and finish the picnic!







## Comprehension

### 3 Circle the correct words.

- 1 The New Forest ponies have got long legs / manes.
- 2 Kim is scared of *horses* / *ponies*.
- 3 Kim knows about *Welsh* / *the New Forest* ponies.
- 4 Kim's dad is from *England* / *Wales*.
- 5 It's hard to find the *deer* / *ponies* in the New Forest.
- 6 *Vicki* / *Kim* wants to finish the picnic.

**BE CAREFUL**

short ≠ long  
short ≠ tall

## Vocabulary

### 4 Match the opposites.

- |          |                                     |         |
|----------|-------------------------------------|---------|
| 1 hard   | <input checked="" type="checkbox"/> | a big   |
| 2 pretty | <input type="checkbox"/>            | b thin  |
| 3 small  | <input type="checkbox"/>            | c easy  |
| 4 short  | <input type="checkbox"/>            | d ugly  |
| 5 tall   | <input type="checkbox"/>            | e long  |
| 6 fat    | <input type="checkbox"/>            | f short |

### Comparative and superlative of short adjectives

small	smaller	the smallest
nice	nicer	the nicest
big	bigger	the biggest
pretty	prettier	the prettiest

Ponies are smaller than horses.

The New Forest ponies are **the smallest** ponies in Great Britain.

## Practice

### 5 Write the comparative and the superlative of these adjectives.

- |           |               |                    |
|-----------|---------------|--------------------|
| 1 long    | <u>longer</u> | <u>the longest</u> |
| 2 fat     | .....         | .....              |
| 3 short   | .....         | .....              |
| 4 ugly    | .....         | .....              |
| 5 large   | .....         | .....              |
| 6 easy    | .....         | .....              |
| 7 thin    | .....         | .....              |
| 8 strange | .....         | .....              |
| 9 hungry  | .....         | .....              |
| 10 hard   | .....         | .....              |

### 6 Complete. Use the comparative or superlative of adjectives.

- 1 The New Forest is the biggest forest in the south of England. (big)
- 2 The New Forest ponies are ..... animals in the forest. (friendly)
- 3 The deer in the New Forest are ..... than the ponies. (shy)
- 4 Kim thinks ponies are ..... than horses. (pretty)
- 5 Which animals are .....? Horses, ponies or deer? (large)

### 7 Look at the pictures. Then read and circle the correct words.



**Welsh pony**



**horse**



**deer**

- 1 The horse is bigger / smaller than the Welsh pony.
- 2 The Welsh pony is the *shortest* / tallest of the three animals.
- 3 The deer is a *darker* / lighter colour than the Welsh pony.
- 4 The Welsh pony's tail is *long* / short.
- 5 The deer's legs are *longer* / shorter than the Welsh pony's legs.



### 8 Describe the Londoners.

*I think Kim is the nicest.*

*Mark is taller than Rob but ...*





## Presentation

1 Listen and read.



**Holmes** Clueless! Please come here now! Last night some burglars broke into the house of the most famous and most important person in England and stole all the things in it.

**Clueless** I'm on my way! We're the best detectives in England. Well, you're better than me, but together we can find these burglars.



**Clueless** What did the burglars steal?

**Holmes** They stole some valuable jewels and expensive clothes.

**Clueless** Were the jewels more valuable than the Queen of England's jewels?

**Holmes** Well, no, but they were more colourful.

**Clueless** Were the clothes more expensive than the Queen's clothes?

**Holmes** No, but they were more fashionable.



**Holmes** And they stole the furniture, paintings and books.

**Clueless** Were they valuable too?

**Holmes** Well, no, but they were the most interesting books and paintings in London. And the furniture was very comfortable.

**Clueless** Wow! This burglary is worse than I thought.



**Clueless** OK. Let's start the investigation. We must find some clues so we can catch these thieves. First, whose house was it?



**Holmes** Clueless, you are the worst detective in the world!





## Comprehension

### 2 Ask and answer.

- 1 Why did Holmes telephone Clueless?
- 2 When did the burglars break into the house?
- 3 What did the burglars steal?
- 4 Were the clothes expensive?
- 5 Was the furniture valuable?
- 6 Where was the burglary?

### Vocabulary

### 3 Complete. Use the words in the box.

burglary stole detective clue  
burglars investigation fingerprints

Last night there was a <sup>1</sup>..... burglary..... in a computer shop in central London. Four <sup>2</sup>..... climbed through a window into the building and <sup>3</sup>..... ten computers. The police started the <sup>4</sup>..... last night. A <sup>5</sup>..... talked to the shop assistant. He found a car key near the open window. The key is an important <sup>6</sup>..... because there are <sup>7</sup>..... on it.

### Comparative and superlative of long adjectives

expensive	more expensive	the most expensive
interesting	more interesting	the most interesting

Were the clothes **more expensive than** the Queen's clothes?  
They were **the most interesting** books in England.

### BE CAREFUL

good	better	the best
bad	worse	the worst

## Practice

### 4 Complete. Use the comparative or superlative of adjectives.

- 1 Holmes is more famous than Clueless. (famous)
- 2 The burglars stole ..... paintings in England. (interesting)
- 3 Holmes's books were ..... than her paintings. (valuable)
- 4 This burglary was ..... than the burglary last month. (bad)
- 5 Who is ..... detective in the world and who is ..... ? (good, bad)

### 5 Put the paragraphs in the correct order. Then listen and check.

**a** The burglars broke into the house at two o'clock in the morning and tied Ms Holmes to a chair.

**b** Then Ms Holmes managed to pull her mobile phone from her top pocket. She telephoned her best friend, Detective Clueless.

**c 1** Last night there was a terrible burglary in London. Two burglars broke into the house of Ms Shirley Holmes, the most famous detective in London.

**d** Finally Clueless arrived at Ms Holmes's house and found her in the middle of an empty room in an empty house. Now the most exciting investigation begins!

**e** Next the robbers emptied the house. They stole Ms Holmes's paintings, books, furniture, clothes and jewellery and left Ms Holmes tied to a chair.

### 6 Ask and answer.

Student A, you are a reporter for a newspaper. Ask Holmes and Clueless questions.

Students B and C, you're the crazy detectives. Answer the reporter's questions.

*Mr Clueless, what time did Ms Holmes telephone you last night?*

*Ms Holmes, did you see the burglars?*





## editors' letter

Today we have a quiz about our planet, the Earth. Then we have a letter from a *Friends' Club* member, Pedro. The letter is about his village in Peru. He can see the amazing Andes mountains from his house. But first do the quiz! Good luck!

*Alex and Alex*

- 1** Listen and read. Then answer the question.

Where does Pedro live?

## Presentation

- 2** Do the quiz. Then listen and check your answers.

## Where we live!

- 1** Three quarters of the Earth is water – rivers, seas and oceans. The Pacific Ocean is the ..... ocean.

**a** largest **b** smallest

- 2** The Sun gives the Earth light and heat. We need light and heat to live. The Sun is ..... from the Earth.

**a** 5 million kilometres  
**b** 149 million kilometres

- 3** There are seven continents:

Australia, Africa, Asia, Europe, North America, South America, the Antarctic. The largest one is .....

**a** Africa **b** Asia

- 4** At night you can see the stars and the Moon in the sky. It takes about ..... for the Moon to go around the Earth.

**a** one month **b** one year

- 5** The equator is the hottest place on the Earth. The North Pole and the South Pole are the ..... places.

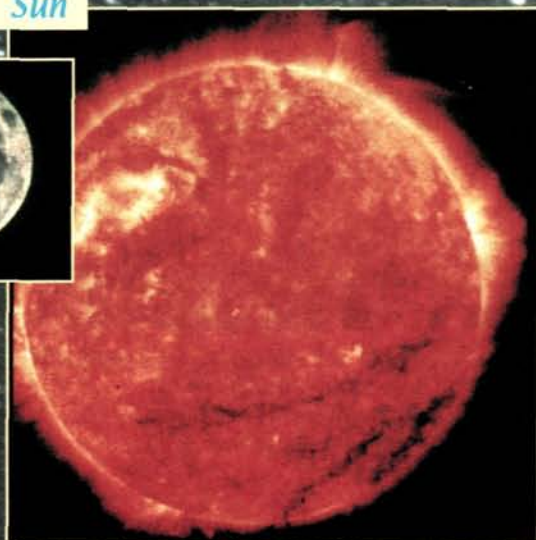
**a** wettest **b** coldest

- 6** There are lots of mountains in the world. The Andes are the ..... in the world.

**a** longest mountain range  
**b** highest mountains

Sun

Moon



## Vocabulary

- 3** Label the picture.

ocean    South Pole  
North Pole  
continent    equator

1 ..... ocean

2 .....

3 .....



4 .....

5 .....





## the

We use **the**:

- for unique things and objects:  
**the** Sun, **the** Moon
- before the names of mountains, rivers, seas and oceans:  
**the** Andes, **the** Pacific Ocean
- with the superlative of adjectives:  
**the** hottest place

## Practice

### 4 Correct the mistakes.

- 1 A lot of Earth is water.  
*A lot of the Earth is water.*
- 2 What colour is sky?
- 3 Do you want to go to the Moon?
- 4 Andes are in South America.
- 5 The stars are beautiful tonight.
- 6 Australia is smallest continent.

### 5 Read Pedro's notes. Decide on the correct order of paragraphs in his letter. Then read the letter and check your answers.

- my village (paragraph .....3...)
- my name, age and nationality (paragraph .....)
- my country (paragraph .....)
- a photo of Machu Picchu (paragraph .....)

## a / an / the / ø article

I live in **a** village near Lima.  
**The** village is very small.

There are **mountains** in Peru.  
**The** mountains are called the Andes.

### 6 Complete. Use *a*, *an* or *the* where necessary.

- 1 Pedro lives in .....*a*..... village. ....*The*..... village is near Lima.
- 2 There is ..... church in Pedro's village.  
..... church is very old.
- 3 There are ..... mountains in Peru. .... mountains are very high.
- 4 There is ..... ancient town in the Andes.  
..... name of the town is Machu Picchu.
- 5 Pedro is sending ..... photo to Ally and Alex. .... photo shows Machu Picchu.

## Writing skills: letter

- 1 Make notes before you start writing your letter.
- 2 Plan how many paragraphs you need.  
Remember to write about a different topic in each paragraph.
- 3 Start your letter with *Dear* and finish it with *Best wishes* and your name.

### 7 Write a letter about your country to the Friends' Club. Look at Exercise 5 for ideas.

Dear ...

My name is ... I'm ...

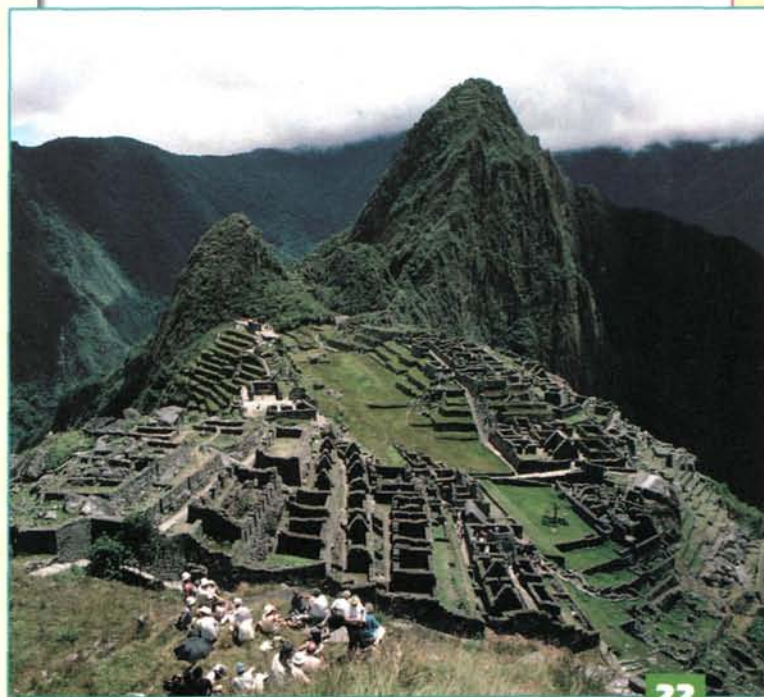
## A letter from Peru

Dear Ally and Alex,

- 1 My name is Pedro and I am fifteen years old.  
I am from Peru, in South America.
- 2 There are mountains in Peru. The mountains are called the Andes. 2,280 metres up in the Andes there is an ancient town. The town is over five hundred years old and it's called Machu Picchu.
- 3 I live in a village in the Andes near Lima, the capital of Peru. The village is very small with an old church. There is a beautiful river in my village. The river is very clean and it isn't very deep. We swim and fish in it.
- 4 I am sending you a picture of Machu Picchu for the Friends' Club magazine.

Best wishes

Pedro





## The Right Choice 3

### 1 Remember the story! Complete.

Kathy, Julie, 1 Sam and Tim went to the offices of the Brown's Building Company. 2 ..... wasn't in his office but they saw the 3 ..... for Upton Wood. They decided to tell their 4 ..... at school the next day.

### Presentation

#### 2 Listen and read.

'The Brown's Building Company is going to build the new football pitch in Upton Wood. They're going to build offices and a shopping centre too!' Sam shouted to the children in the playground.

'They're going to cut down the trees,' said Tim.

'Think about the animals in the wood!' shouted Kathy.

'Where are they going to live? We must stop this plan!'

'But where are we going to play football?' asked one boy.

'We can make the football pitch in another place,' shouted Sam, 'but we can't make another wood!'

All the children in the playground cheered.

'I'm going to telephone *The Westpark News*,' said Sam.

'The workmen are going to come here tomorrow at nine o'clock and I've got a plan.'

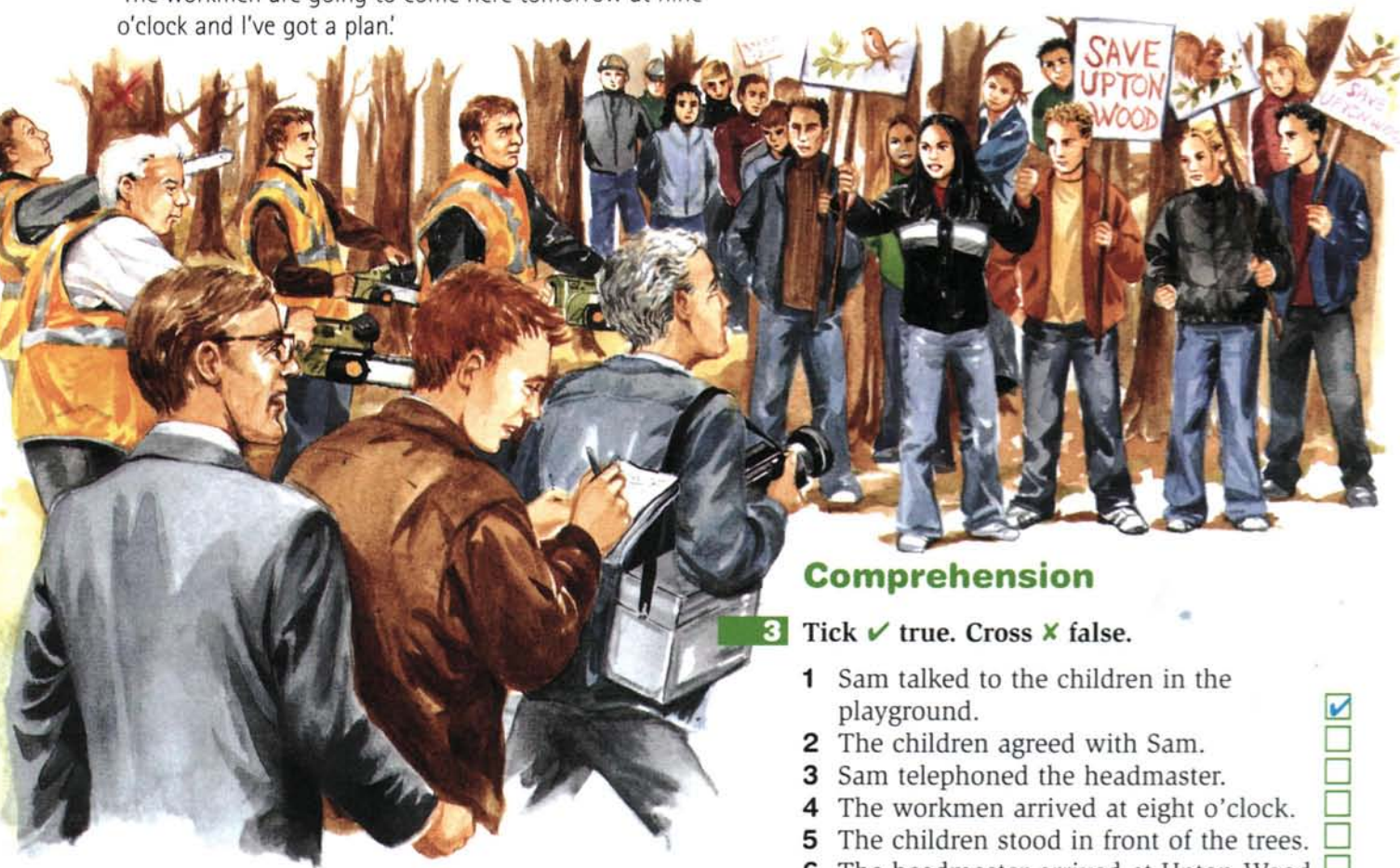
The next day the workmen arrived at nine o'clock.

They saw lots of children. Many children had posters with 'Save Upton Wood! Save the trees and animals!' on them. The children shouted, 'Please stop!', but the workmen didn't listen. They marched towards the trees with their saws.

The children moved and stood in front of the trees.

'You must stop or we aren't going to move,' said Sam.

At that moment the reporter and the photographer from *The Westpark News* arrived. The children looked at them and saw the headmaster behind them!



### Comprehension

#### 3 Tick ✓ true. Cross ✗ false.

- 1 Sam talked to the children in the playground. ☒
- 2 The children agreed with Sam. ☐
- 3 Sam telephoned the headmaster. ☐
- 4 The workmen arrived at eight o'clock. ☐
- 5 The children stood in front of the trees. ☐
- 6 The headmaster arrived at Upton Wood. ☐





### going to

I'm **going to** telephone *The Westpark News*.

I'm **not going to** telephone *The Westpark News*.

Are you **going to** telephone *The Westpark News*?

Yes, I **am**. / No, I'm **not**.

Why **are you going to** telephone *The Westpark News*?

He's **going to** telephone *The Westpark News*.

He **isn't going to** telephone *The Westpark News*.

Is he **going to** telephone *The Westpark News*?

Yes, he **is**. / No, he **isn't**.

Why **is he going to** telephone *The Westpark News*?

They're **going to** cut down the trees.

They **aren't going to** cut down the trees.

Are they **going to** cut down the trees?

Yes, they **are**. / No, they **aren't**.

Why **are they going to** cut down the trees?

## Practice



- 4 Complete. Use the correct form of **going to**. Then listen and check.



'What's happening here?' asked the headmaster.

'The workmen (cut down) <sup>1</sup> are going to cut down the trees,' answered Tim. 'But we (not / move) <sup>2</sup> ..... from here.'

'They (build) <sup>3</sup> ..... our football pitch here,' said Kathy.

'How do you know that?' asked the headmaster. 'I talked to Mr Brown yesterday and ...'

'We saw the plans in Mr Brown's office,' said Sam.

'Well, I (stop) <sup>4</sup> ..... their work. Please go home now.'

I (talk) <sup>5</sup> ..... to Mr Brown again,' said the headmaster.

'Well, we (put) <sup>6</sup> ..... this story on the front page of *The Westpark News*,' said the reporter. 'The people of this town must know the truth about Upton Wood.'



- 5 Make questions. Use **going to**. Then ask and answer.

What are the workmen going to do in Upton Wood?

They're going to cut down the trees.

- 1 What / the workmen / do in Upton Wood
- 2 Why / workmen / cut down the trees
- 3 Who / take / photos
- 4 Who / write / about the story
- 5 story / be / on the front page of *The Westpark News*
- 6 What / the people of the town / do



- 6 Prepare an interview between the reporter and a pupil from Westpark School. Perform it for the class.

### Reporter

I'm going to write the story of Upton Wood. Why did the building company start their work in Upton Wood?

### Pupil

We wanted to have a new football pitch in our school.



- 7 Listen. Tick ☒ true. Cross ☐ false.

- 1 The people of the town read about the plan for Upton Wood in *The Westpark News*. ☒
- 2 The people of the town liked the plan for Upton Wood. ☐
- 3 The Brown's Building Company is going to build the shopping centre and offices in Upton Wood. ☐
- 4 The school football team are going to play in the Westpark football stadium. ☐
- 5 Upton Wood is now safe. ☐

- 8 Write a paragraph about what happened at the end of the story.

The people of Westpark read about the plan for Upton Wood in the newspaper ...





# Revision 3

## Vocabulary

1 Complete. Use the words in the box.

burglary fingerprints expensive  
shy clue forest

- The forest was full of green trees and beautiful flowers.
- I'm very ..... and I don't like going to parties.
- The detective found some ..... on the furniture.
- There was a ..... in my house last night and the thieves stole all my jewels.
- That rich man has a very ..... car.
- The police found an important ..... and caught the thief.

2 Put the words in the correct groups.

ocean continent Moon lake Sun planet  
river South Pole star sea North Pole



3 Match.

- newspaper
- shopping
- car
- computer
- football
- shop

☒ ☐ ☐ ☐ ☐ ☐

- pitch
- reporter
- shop
- assistant
- centre
- key

**Dictionary** skills: alphabetical order

Words in a dictionary are in alphabetical order, e.g. **company**, **competition**, **computer**.

4 Put the words into alphabetical order.

television tennis Thursday  
thousand this team

team.

## Pronunciation

5 Say. Then listen and check.

- /ɑ:/

/hɑ:d/ hard

/stɑ:t/ start
- /ʌ/

/kʌm/ come

/sʌm/ some
- /æ/

/bæd/ bad

/plæn/ plan

6 Complete the rhyme. Then listen and check.

- /fʌn/
- /pɑ:k/
- /kæt/
- /stɑ:/

## A superstar cat



I've got a cat called /spɑ:k/.  
He often plays in the 1 b.  
He eats a lot and is /fæt/.  
But I love my dear 2 .....

He runs after birds in the /sʌn/.  
He thinks it's great 3 .....  
Then he sleeps on our /kɑ:/.  
Yes, he's my super 4 .....



## Grammar

- 7 Look at the pictures and complete. Use the comparative or superlative of adjectives.

Mick, Mack and Milly are three friends. Mack is a pop singer and Mick, his best friend, is a footballer. Mick is (famous) <sup>1</sup> more famous than Mack because Mack is the (bad) <sup>2</sup> ..... singer in England. Milly is a teacher. She's (shy) <sup>3</sup> ..... than Mick or Mack but she's (friendly) <sup>4</sup> ..... than her two friends.

Mack has the (modern) <sup>5</sup> ..... sitting room of the three friends. His furniture is (expensive) <sup>6</sup> ..... than Mick's but Mick's furniture is (comfortable) <sup>7</sup> ..... . Mick's room is (colourful) <sup>8</sup> ..... than Mack's room and he's got the (big) <sup>9</sup> ..... television in the street! I think Milly's room is the (nice) <sup>10</sup> .....



- 8 Complete. Use *a*, *an* or *the*.

- The sun is shining today and it's very hot.
- I got ..... book and ..... CD for my birthday. .... CD is really great but ..... book is boring.
- My friend likes looking at ..... Moon and ..... stars at night.
- Which is ..... biggest ocean in ..... world? Is it ..... Pacific Ocean?
- They've got two children, ..... boy and ..... girl. .... boy's name is Adam and ..... girl's name is Sophie.



- 10 Look at Exercise 9 and tell the class about your partner's plans.

*Maria is going to ... She isn't going to ...*

- 9 Ask your partner about his / her plans for the weekend and circle the answer.

*Are you going to study this weekend?*

*Yes, I am. / No, I'm not.*

- |                      |     |    |
|----------------------|-----|----|
| 1 study              | yes | no |
| 2 go to the cinema   | yes | no |
| 3 meet friends       | yes | no |
| 4 have a party       | yes | no |
| 5 clean your bedroom | yes | no |

## Fun Time

- 1 Discuss in a group.

**Who in the world is the ...**

- ★ best footballer?
- ★ worst singer?
- ★ most handsome film star?

**What television programme in your country is the ...**

- ★ most boring?
- ★ most interesting?
- ★ most popular?

- 2 Compare your answers with the other groups.

*We think Brad Pitt is the most handsome film star.*

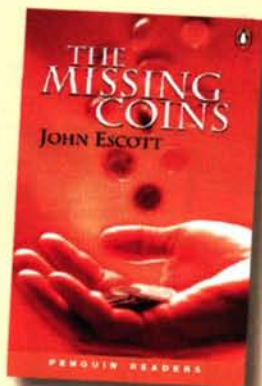
*Oh no, ... is more handsome than Brad Pitt.*





# Reading Corner

**1** Look at the cover. What is the story about?



**2** Check the meaning of these words in a dictionary.

missing	coin	stamp
shopkeeper	surprised	flute

## Reading

**3** Look at the picture and answer the questions.

- 1 What has the man got in the box?
- 2 Who is standing at the back of the café?



**4** Read.

The shopkeeper comes to the café. He is very angry.

'Where are my coins?' he says.

'Your coins?' Carla says. 'I don't understand.'

'They're missing!' the shopkeeper says.

'Did you steal them?'

Carla and Pete are surprised. The people at the tables near them are surprised too. They watch the two friends and the old man.

'Steal your coins? No!' Carla says. Her face is hot and red.

'We didn't steal any stamps or coins,' Pete says. 'What are you saying?' He is angry now.

'You've got my coins!' the shopkeeper says. 'The coins are missing, and this isn't the first time. Some coins were missing last week. Some students had them too, I think.'

'Did you see the students with the coins?' Pete says.

The old man doesn't answer.

A police officer walks down the street to the café. He watches Carla and Pete and the shopkeeper. Then he says, 'What's wrong?'

'These two students came into my shop,' the shopkeeper says. 'I went to the back room and answered the telephone. Then I went back into the shop. Some valuable coins were missing, and the two students were not in the shop.'

The police officer looks at Pete and Carla.

'What do you say?' he asks.

'Yes, we went into the shop,' Carla says.

'We wanted to look at the stamps.'

'But we didn't steal them,' Pete says. 'And we didn't take the coins.'

from *The Missing Coins* by John Escott

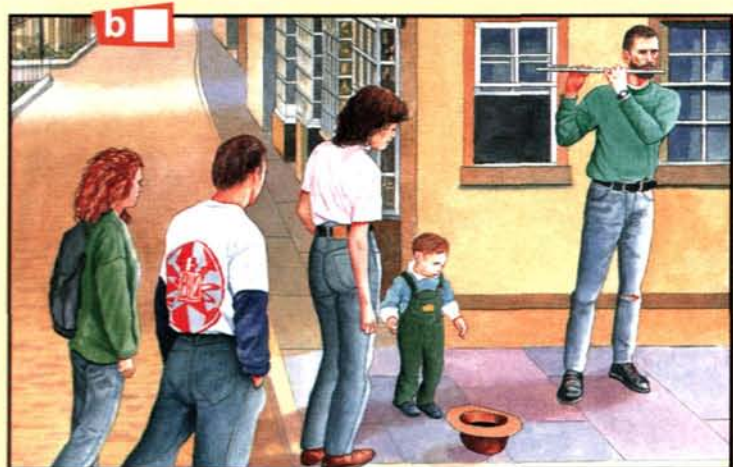
**5** Ask and answer.

- 1 Where are Carla and Pete?
- 2 Who is the old man?
- 3 What does this man sell?
- 4 Who is surprised? Why?
- 5 Why is Pete angry?



## Listening

- 6** Look at the picture and circle the correct words.

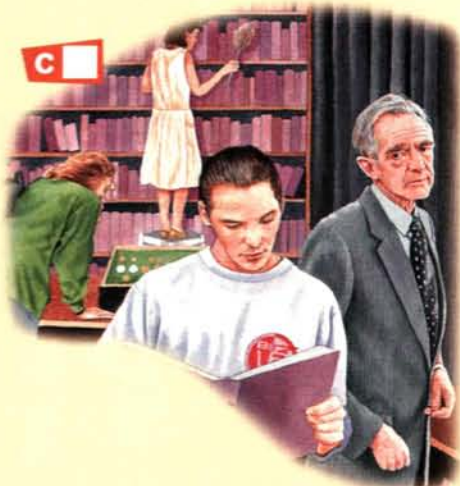


- 1 There are a lot of people / aren't many people in the street.
- 2 There is a café / shop behind the flute player.
- 3 The shop window is open / closed.
- 4 There's a hat next to the flute player.  
People take coins from it / put coins into it.

- 7** Listen and answer the questions.

- 1 Is the street quiet?
- 2 How many tourists are listening to the flute player?
- 3 Why hasn't the flute player got many coins in his hat?

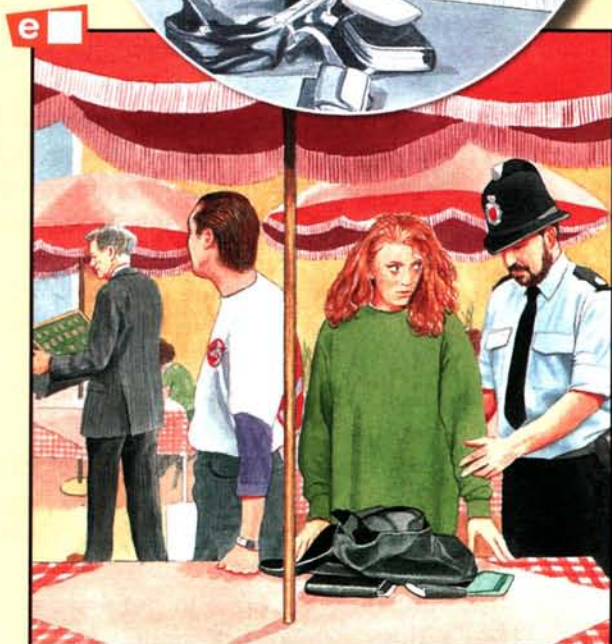
- 8** Listen and circle the correct words.



- 1 Pete says stamps / coins are interesting.
- 2 Pete wants to steal / collect stamps.
- 3 The shopkeeper is / isn't happy.
- 4 The coins in the shop are old / new.
- 5 Carla thinks the girl in the shop is / isn't friendly.

## Speaking

- 9** Look at pictures a-e. Can you guess the correct order for the story? Number the pictures.



I think Carla and Pete went in the shop first ...

No, I think ...

- 10** Discuss the questions. Talk to the class about your ideas.

- Who is the thief?
- How did he / she steal the coins?

I think Carla is the thief because ...

## Writing

- 11** Write the end of the story. Use your ideas from Exercise 10.

I think the thief is ...





## Presentation

- 1** Listen and read. Then answer the question.

*Where in London can you find Luciano Pavarotti, Mel Gibson and Marilyn Monroe?*

Madame Tussaud's Museum in London has got wax models of famous people from all over the world. The models look like real people. Luciano Pavarotti, Mel Gibson and Marilyn Monroe are all there. The museum is very popular. Two million tourists go there every year.

- 2** Listen and read.

**Vicki** Are you ready for tomorrow, Rob?

**Rob** Ready for what?

**Vicki** You're hopeless, Rob! Tomorrow we're going to visit Madame Tussaud's Museum.

**Rob** Oh, I forgot! But you don't have to shout.

**Vicki** Of course I have to shout. You never listen.

**Rob** Do I have to come?

**Vicki** Of course you have to come, Rob. We arranged it last week.

**Rob** Don't be so bossy, Vicki. What time are we going to meet?

**Kim** We have to meet at eight o'clock.

**Rob** Eight o'clock! You're crazy! I hate getting up early on Saturdays. Why do we have to meet so early?

**Kim** Because we have to get there early. There's always a queue.

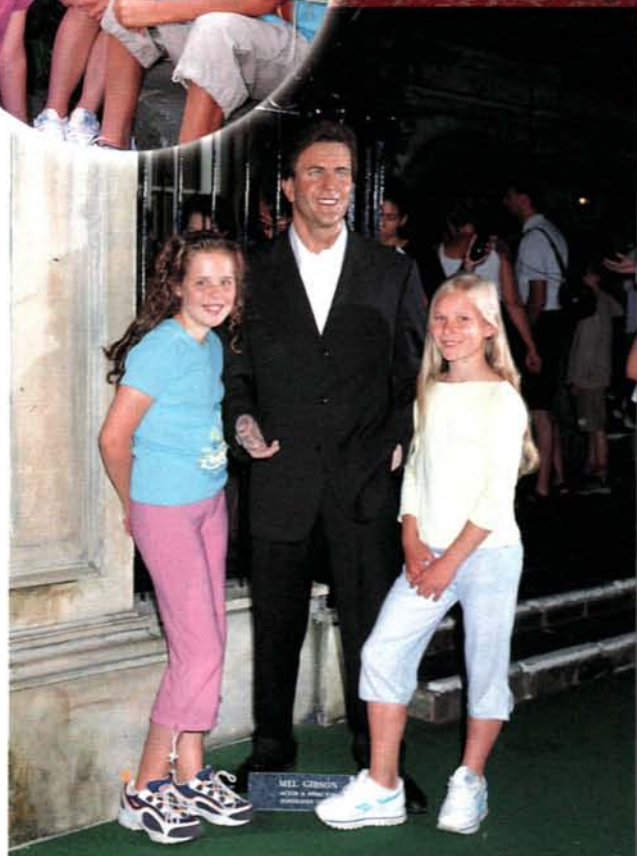
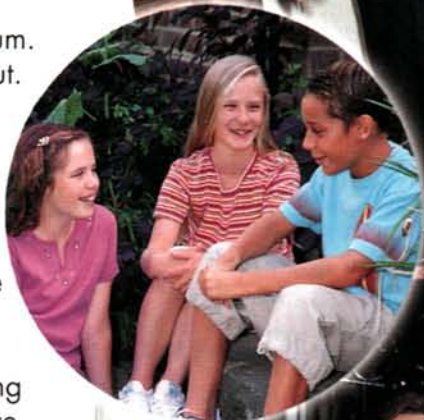
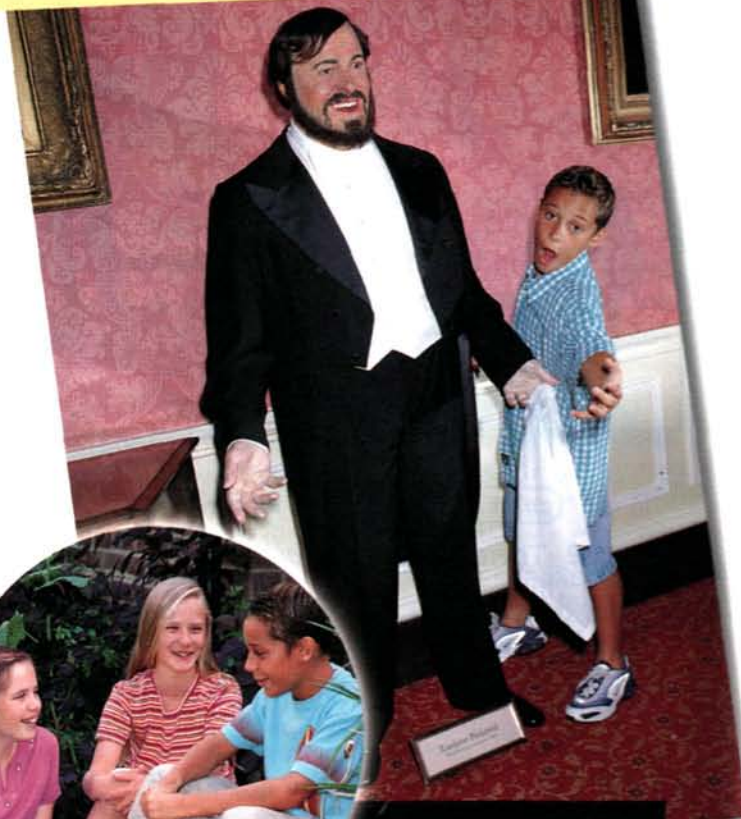
**Vicki** Oh, Mark's going to take his new camera.

**Rob** Brilliant! I want a photo of me with Luciano Pavarotti – the greatest Italian singer in the world.

**Vicki** So, you are going to come tomorrow.

**Rob** Of course I am. Don't you remember? We arranged it last week.

Rob with Luciano Pavarotti



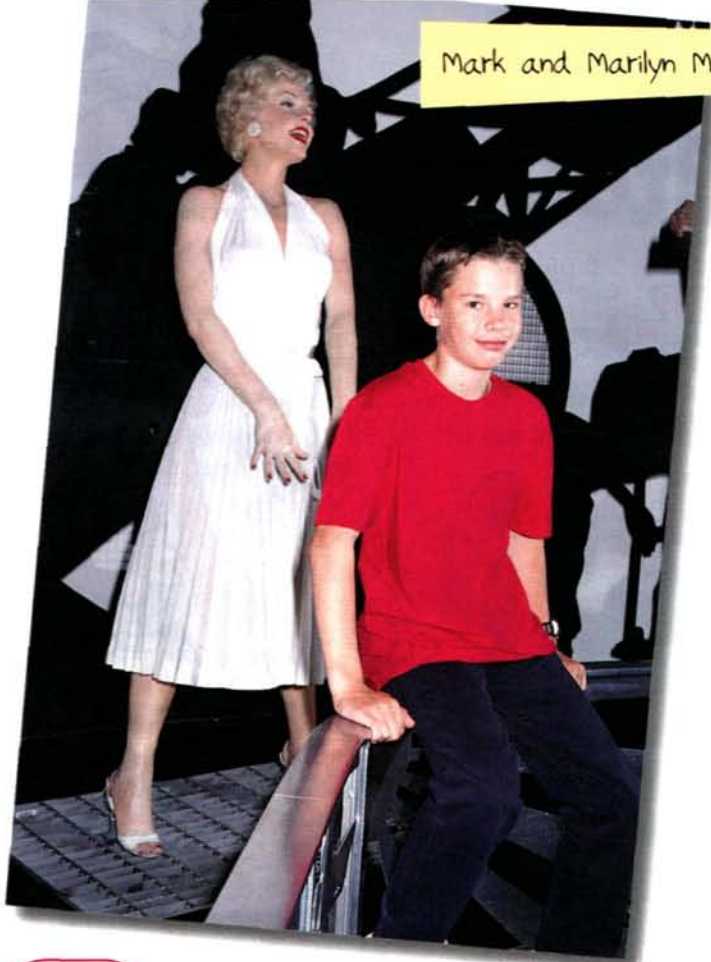
Kim and Vicki with Mel Gibson

## Comprehension

- 3** Answer the questions.

- 1 Who is going to visit Madame Tussaud's Museum?
- 2 When did they arrange this visit?
- 3 Who is bossy?
- 4 What time are they going to meet?
- 5 Does Rob like getting up early?
- 6 Who is Luciano Pavarotti?





**have to**

He **has to** get up early.

He **doesn't have to** get up early.

**Does** he **have to** get up early?

Yes, he **does**. / No, he **doesn't**.

Why **does** he **have to** get up early?

We **have to** meet at eight o'clock.

We **don't have to** meet at eight o'clock.

**Do** we **have to** meet at eight o'clock?

Yes, we **do**. / No, we **don't**.

Why **do** we **have to** meet at eight o'clock?

**Practice**



**4** Complete. Use the correct form of *have to*. Then listen and check.

**Kim** It's amazing! It's Saturday morning and there are so many people here. Look at the queue!

**Mark** We (not) <sup>1</sup> don't have to queue. I got here at half past seven and bought the tickets then. You only <sup>2</sup> ..... pay me for them.

**Rob** Lucky us!

**Kim** You're brilliant, Mark. Thanks!

**Mark** Well, my dad <sup>3</sup> ..... come to London every Saturday. So I came in the car with him.

**Kim** What about our coats and bags?

**Vicki** You (not) <sup>4</sup> ..... take them inside the museum. There's a cloakroom and you (not) <sup>5</sup> ..... pay.

**Rob** Great! Let's leave our jackets and go inside! I can't wait to see Pavarotti!

**Vocabulary**

**5 Match.**

- 1 Kim found some money yesterday. ☒
  - 2 I left my money at home. ☐
  - 3 Rob isn't wearing a jacket and it's very cold. ☐
  - 4 I bought the tickets this morning. ☐
  - 5 This model of Mel Gibson is very good. ☐
  - 6 Don't touch the models! ☐
- a Brilliant!
  - b Oh, you're hopeless!
  - c You're so bossy!
  - d Lucky her!
  - e Yes, it's amazing!
  - f He's crazy!



**6 Give your opinion.**

*He's got a new computer.*

*Lucky him!*

- 1 He's got a new computer.
- 2 I can't find the tickets for the show.
- 3 He's going to climb that high mountain at night.
- 4 Clean your bedroom now!
- 5 He scored ten goals in the last football match.
- 6 She can speak six languages.



**7 Listen and answer the questions.**

- 1 Who doesn't have to go to bed early on Saturdays? *Kim*
- 2 Who has to go to bed at nine o'clock on school days?
- 3 Who has to make breakfast?
- 4 Who has to wash up every day?
- 5 Who doesn't have to help around the house?
- 6 Who has to clean the car every week?



**8 Tell the class what you and your family *have to* and *don't have to* do.**

*I have to get up at seven o'clock every morning in the week.*





## Presentation

1 Listen and read.



**Holmes** Oh look, Clueless, there's a fortune teller. Let's go inside!  
**Clueless** You go! I don't believe in those things.



**Clueless** Now, I have to buy a bunch of flowers for my mother and then I want to go fishing this afternoon.



**Holmes** Will I catch a lot of thieves?  
**Madame Rosa** Yes, you will. It'll rain this afternoon and you'll catch a cold too!  
**Holmes** Will Clueless be a better detective soon?  
**Madame Rosa** No, he won't. He won't catch any thieves but he will catch a fish this afternoon.



**Holmes** Who will I marry?  
**Madame Rosa** Your husband's name will begin with the letter C. He's a terrible detective but a good fisherman.  
**Holmes** When will he ask me to marry him?  
**Madame Rosa** He'll ask you very soon!



**Clueless** Will you ...  
**Holmes** Oh, Clueless, of course I will!  
**Clueless** ... go fishing with me this afternoon?



**Holmes** Yes, I'm having a lovely time, Clueless. I love fishing! Atishoo! Atishoo!





## Comprehension

### 2 Circle the correct answer.

- 1 Holmes / Clueless wanted to see Madame Rosa.
- 2 Madame Rosa knows people's *past* / *future*.
- 3 Madame Rosa thinks Clueless is a *good* / *terrible* fisherman.
- 4 Clueless bought a bunch of flowers for *Holmes* / *his mother*.
- 5 Clueless asked Holmes *to marry him* / *to go fishing with him*.

**BE CAREFUL**

a thief – thieves

#### will for prediction

##### positive and negative

I / You      **will**      **will not**      catch a fish.  
We / They      **won't**  
He / She / It

##### questions

He'll **catch** a fish.

Will he **catch** a fish?

Yes, he **will**. / No, he **won't**.

When **will** he **catch** a fish?

## Practice

### 3 Make the sentences negative.

- 1 Clueless will be a better detective soon.  
*Clueless won't be a better detective soon.*
- 2 I'll be a famous detective.
- 3 Clueless will catch a lot of fish this afternoon.
- 4 'You'll be a great fisherman, Clueless.'
- 5 Holmes will catch a cold.
- 6 Clueless will marry Holmes.



### 4 Make questions. Then ask and answer.

Will Clueless see Madame Rosa?

No, he won't.

- 1 Clueless / see / Madame Rosa
- 2 it / rain / this afternoon
- 3 When / Clueless / go fishing
- 4 What / Holmes / catch / in the afternoon
- 5 Clueless / catch / any thieves
- 6 Holmes's husband's name / begin / with C

## Fun Time

### 1 Read and find your lucky number.

- 1 When is your birthday?  
14 / 8
- 2 Add the numbers.  
 $14 + 8 = 22$
- 3 Add the numbers again.  
 $2 + 2 = 4$
- 4 Your lucky number is 4.

### 2 Tell your partner your lucky number. Your partner will tell your future from the chart.

My lucky number is ...

You'll be ... You'll have ...

## Lucky Numbers

1 teacher	not rich	lots of friends	go / China
2 swimmer	famous	five children	win / a gold medal
3 dentist	not famous	lots of money	live / the USA
4 doctor	happy	long life	teach / university
5 pop star	rich	many fans	live / England
6 artist	not famous	not / lots of money	study / France
7 nurse	clever	lots of friends	work / India
8 model	famous	lots of clothes	travel / the world
9 farmer	happy	long life	live / England

### 3 Write about your future.

I think I'll be a dancer. I won't ...





## editors' letter

Do you know that the *Friends' Club* has a website? Our website address is [www.longman.com/friends](http://www.longman.com/friends) and there are letters, puzzles and games on it. Also you can use it to send emails to friends around the world. Read today how Costas from Greece became a good friend of Anita from Iceland.

*Ally and Alex*

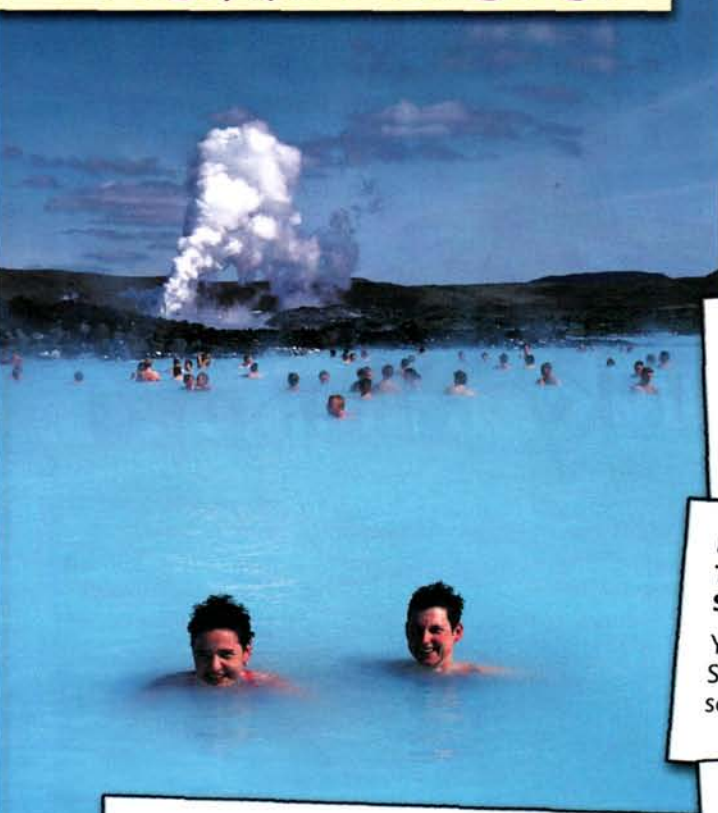
- 1** Listen and read. Then answer the question.

What can you find on the *Friends' Club* website?

## Presentation

- 2** Listen and read.

## Friends Forever



Costas was bad at English and he wasn't very good at Computer Studies. But he was interested in finding a friend in another country. So his teacher found the *Friends' Club* website for him. Costas found Anita's name on the website and they started sending emails to each other. Now they're good friends. Here are some of their emails.

**From:** Anita Freiborg  
**To:** Costas Makris  
**Subject:** Volcanoes and snow

In Iceland we have lots of snow and volcanoes. You're lucky you don't have volcanoes. I often get bored with the snow. Does it snow in Greece?

**From:** Costas Makris  
**To:** Anita Freiborg  
**Subject:** Volcanoes and snow

Yes, it often snows in Greece. I'm crazy about skiing. Sometimes we have earthquakes. People are very scared of them.

**From:** Costas Makris  
**To:** Anita Freiborg  
**Subject:** Hot Springs

I liked your photo. I'm not very fond of swimming but your pool is amazing.

**From:** Anita Freiborg  
**To:** Costas Makris  
**Subject:** Hot Springs

I'm very keen on swimming. I swim in an outdoor pool here in the winter. The water is from a hot spring. I'm sending you a photo of my friends in the pool.



**Costas says:** I was very bad at English but now I write to Anita and my English is better. I'm very good at using the computer now too.



**Anita says:** I'm very interested in Greece and Costas wants to visit Iceland. We're from different countries but now we're friends forever!





## Comprehension

3 Tick ✓ true. Cross ✗ false.

- 1 Costas found Anita's name on *Friends' Club* website. ☒
- 2 It snows a lot in Iceland. ☐
- 3 There are often earthquakes in Greece. ☐
- 4 Costas sent his photo to Anita. ☐
- 5 Anita is going to visit Greece. ☐
- 6 Anita and Costas are now good friends. ☐

### Adjectives with prepositions + -ing / nouns

He was **interested in** finding a friend.  
I'm very **interested in** Greece.

I'm very **good at** using the computer.  
Costas wasn't very **good at** Computer Studies.

## Practice

4 Make sentences. Use the right prepositions.

IC

I'm fond of parties.

## Vocabulary

5 Listen and repeat.



6 Complete. Use the words in the box.

mouse button keyboard  
website screen mouse

How to find **www.longman.com/friends**

First, start your computer. Then connect to the Internet and type **www.longman.com/friends** on the 1 keyboard. The *Friends' Club* 2 ..... will then appear. Next use the 3 ..... to move on the computer 4 ..... . Go to *Friends Students* and click the 5 ..... twice. After that click on *Friends in Touch*. Finally complete the form and you can send emails to friends around the world.

### Writing skills: email


- 1 Give a title to your email.
- 2 You can start your email with *Hi!* or *Hello!*
- 3 Don't make your email very long. Emails are usually short.
- 4 Don't write in capital letters. Small letters are friendlier.
- 5 Imagine you are talking to your friend when you write your email.

7 Write an email to the *Friends' Club*.

**From:** Peter  
**To:** Friends' Club  
**Subject:** A new friend

Hi! I'm from ... and I'm ... years old. I'm keen on ...



**They Came from Kitra 1****Presentation** 1 Listen and read.

It was a hot day in August in the year 3089. Joe Plummer, the captain of a spaceship, and his co-pilot Dan were in the commander's office. The commander usually joked and laughed with the astronauts but today he was serious.

'Is there a problem?' asked Joe.

'Last week Spaceship Zeus took off for our space station on Mars but it never arrived,' answered the commander.

'Did it crash?' asked Dan.

'We don't know,' said the commander. 'The spaceship was near Mars. Suddenly it disappeared from our computer screen and we lost contact with the captain and co-pilot.'

What are we going to do?' asked Joe.

'Tomorrow at six o'clock you're going to fly to the space station on Mars,' replied the commander.

'Why do we have to go there?' asked Dan.

'I think you'll find some information about Spaceship Zeus there,' said the commander.

The next day Joe and Dan took off and soon they were near the space station on Mars. Suddenly Dan shouted: 'The controls aren't working. They can't see or hear us on Earth!'

Planets, comets and stars flashed in front of the astronauts' eyes and then there was a bright light.







## Comprehension

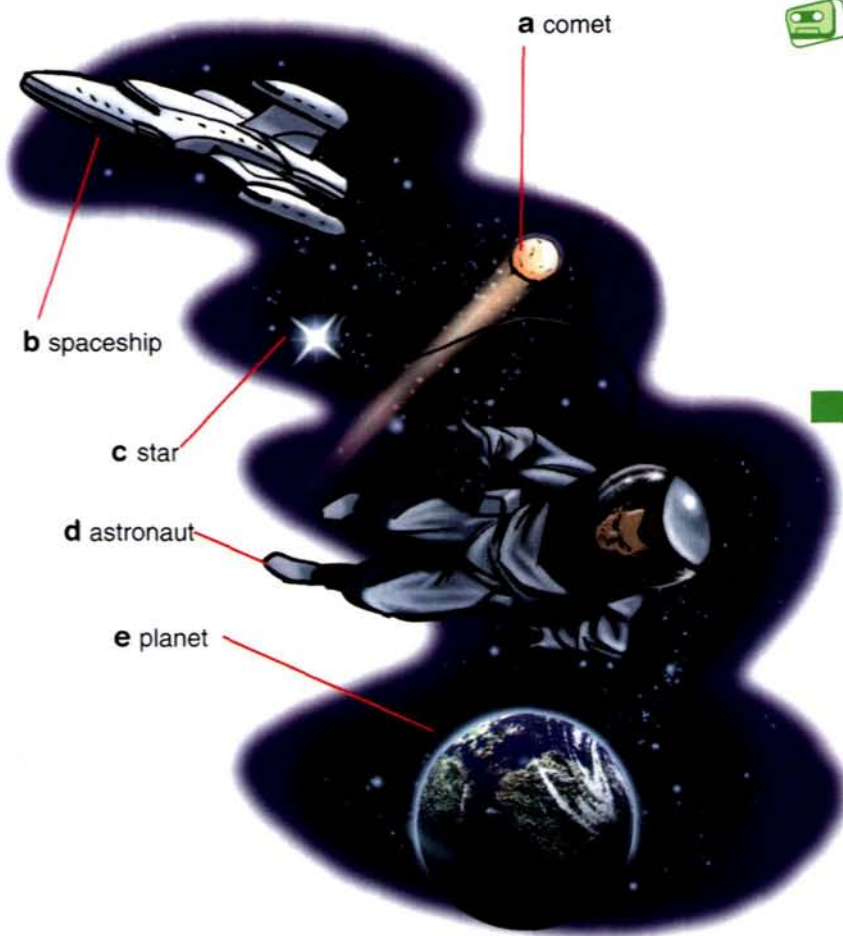


### 2 Ask and answer.

- Who are Joe and Dan?
- Why was the commander very serious?
- When did Spaceship Zeus take off for Mars?
- Where did Spaceship Zeus disappear?
- What are Joe and Dan going to do tomorrow?
- Why are Joe and Dan going to fly to the space station?
- What did the astronauts see after the controls stopped working?

### Vocabulary

### 3 Match.



1 e

a large, round thing in space; it goes round the sun or a star

2

a bright light with a long tail; you can see it in the sky at night

3

he or she travels in space

4

a small light; you can see it in the sky at night

5

you can travel in space in it

### Question formation

There is a problem.

Is there a problem?

Yes, there is. / No, there isn't.

Why is there a problem?

The spaceship crashed.

Did the spaceship crash?

Yes, it did. / No, it didn't.

When did it crash?

You will find some information there.

Will we find any information there?

Yes, you will. / No, you won't.

Where will we find any information?

## Practice



### 4 Listen to the questions and circle the correct answers.

- |                    |                  |
|--------------------|------------------|
| 1 a Yes, he is.    | b Yes, he was.   |
| 2 a No, he didn't. | b No, he isn't.  |
| 3 a Yes, he did.   | b Yes, he does.  |
| 4 a Yes, there is. | b Yes, it is.    |
| 5 a No, it wasn't. | b No, it didn't. |
| 6 a Yes, they are. | b Yes, they do.  |
| 7 a Yes, they do.  | b Yes, they did. |
| 8 a Yes, they can. | b Yes, they are. |

### 5 Make questions.

- The story happened in 3089.  
When did the story happen?
- Joe Plummer is the captain of a spaceship.
- Joe and Dan went to the commander's office yesterday.
- Last week Spaceship Zeus took off for another space station.
- The space station is on Mars.
- There were two astronauts in Spaceship Zeus.
- Joe and Dan are going to fly to Mars.
- Joe and Dan are going to fly to Mars tomorrow at six.
- They'll find some information about Spaceship Zeus.
- Joe and Dan saw a bright light.



### 6 What will happen? Ask and answer about the story.

Will Joe and Dan reach the space station on Mars?

Will they find ...





# Revision 4

## Vocabulary

1 Find four more words connected with space.

A	S	T	R	C	O	M	P	I
U	E	P	C	O	M	E	A	C
S	E	L	O	M	E	S	T	R
S	P	A	C	E	S	H	I	P
T	A	N	E	T	S	I	A	C
U	C	E	S	T	A	R	S	T
A	S	T	R	O	N	A	U	T

2 Match. There is one extra sentence.

- 1 computer
- 2 mouse
- 3 keyboard
- 4 screen
- 5 mouse button
- 6 website



a You use it to type information into your computer.

b You move this with your hand to give information to your computer.

c You click on this to give information to your computer.

d You type an Internet address on your computer and this appears.

e You move this on the screen with a mouse.

f It's part of your computer. You look at this and read information.

g You use this machine to send emails to your friends.

3 Complete.

- a You're hopeless!
- b You're crazy!
- c You're so bossy!
- d It's brilliant!
- e Lucky her!

**Dave** Tomorrow is my sister's birthday.

1.....e She's going to have a party.

**Sally** How old will she be?

**Dave** I don't know. Six or seven.

**Sally** 2..... You must go to the shops now and buy her a present.

**Dave** 3.....

**Sally** OK, sorry! But you have to buy her a present.

**Dave** No, I don't. I'm going to take her to the cinema. We're going to see *The Commander*.

**Sally** *The Commander*? 4..... Your sister won't like it. It's about a monster from Planet Mars.

**Dave** I know. I've seen it. 5.....

## Pronunciation



4 Say. Then listen and check.

- 1 /3:/  
/t3:m/ turn  
/f3:st/ first

- 2 /e/  
/bed/ bed  
/get/ get

- 3 /ə/  
/letə/ letter  
/rʌbə/ rubber



5 Read the secret message. Then listen and check.





## Grammar

### 6 Complete. Use *have to* or *has to* and the verbs in the box.

study queue ask go (x2) get up

- School starts at nine o'clock. I have to get up at eight o'clock.
- Danny wants to speak French very well. He ..... every day.
- ..... we ..... there by car? It isn't very far.
- I don't have school tomorrow and I (not) ..... to bed early today.
- This museum is very popular. People always ..... for tickets.
- Can you come to my party? ..... you ..... your parents?

### 7 Complete. Use *will* or *won't*.

- It's a very funny film. I'm sure you will like it.
- I ..... see you next year. I ..... be in a different country.
- ..... he marry her next year? Yes, I think he .....
- ..... you go to England to study? No, I .....
- He's a great footballer and one day he ..... be famous.
- They ..... go on holiday because they don't have any money.

### 8 Circle the correct answer.

- I'm very interested ..... history.  
a on      b about      c in
- She's very keen ..... swimming.  
a on      b at      c in
- My mother's very fond ..... animals.  
a in      b of      c about
- People are usually scared ..... volcanoes.  
a on      b about      c of
- You're very bad ..... using a computer.  
a in      b about      c at
- I'm bored ..... watching television.  
a with      b of      c in



### 9 Ask and answer round the class. Use the words in the box.

how when which what why where

*What did you do last night?*

*I went to the cinema. Where is my school bag?*

*It's under your desk. Why ...*

## Song Time



### 1 Listen and answer the questions.

- Why does the boy want to be a fisherman?
- Why doesn't the girl want to marry a fisherman?
- Why will the boy be a famous star?
- Will the girl marry the boy?



### 2 Listen and sing the song. Look at page 105.







# Culture Corner



## Reading

1 Read and tick the topics from the text.

- |                   |                                     |               |                          |
|-------------------|-------------------------------------|---------------|--------------------------|
| a population      | <input checked="" type="checkbox"/> | f the weather | <input type="checkbox"/> |
| b houses          | <input type="checkbox"/>            | g the people  | <input type="checkbox"/> |
| c schools         | <input type="checkbox"/>            | h food        | <input type="checkbox"/> |
| d the countryside | <input type="checkbox"/>            | i animals     | <input type="checkbox"/> |
| e languages       | <input type="checkbox"/>            |               |                          |

Among the native peoples of Canada are the Crees, Mohawks, Haida, Iroquois and Sioux. There is also a big population of the Inuits in the north of the country.

The first immigrants from Europe arrived in Canada in the 15th century. They were mainly from England and France, so now people speak English and French in Canada.

Canada is a huge country. It is bigger than India, China or the USA, but it has a smaller population than these countries because forests cover most of it. Not many people live in the countryside but the Canadians enjoy having their summer holidays there. Some people have summer houses near lakes and rivers. Others enjoy camping in the National Parks. There are thirty-nine National Parks in Canada.

Canadian winters are long and very cold so there are lots of winter sports. The most popular are skating and ice hockey. Many families put water on their gardens so it freezes and then they have their own ice rink!



## Listening

### 2 Do with your partner.

- Look at the map and find British Columbia.
- Look at the photo and read. What are totem poles?

The Native Canadians of British Columbia carved giant totem poles from trees. The paintings and carvings on totem poles tell stories of their families, leaders and animals.



### 3 Listen to an interview with Daphne. Tick ✓ true. Cross ✗ false.

- 1 Daphne lives in a village.
- 2 Daphne is British.
- 3 The tourists tell the stories of their families.
- 4 There are many symbols on totem poles.
- 5 Totem poles aren't difficult to understand.



## Reading

### 4 Read and match.

The Inuits were the first people in the north of Canada. Many Inuits still live in the Arctic Circle but life there is very difficult. The winters are very long and cold. The summers are short and cool. There's always a lot of snow. In the past the Inuits made their own

houses from ice. They were called <sup>1</sup>igloos. They used <sup>2</sup>kayaks for hunting seals, their main food, and they travelled on <sup>3</sup>a dog sledge. They made their clothes from animal skins. Now most Inuits live in houses and travel by <sup>4</sup>snowmobiles but many of them still hunt and make their own clothes.



## Speaking

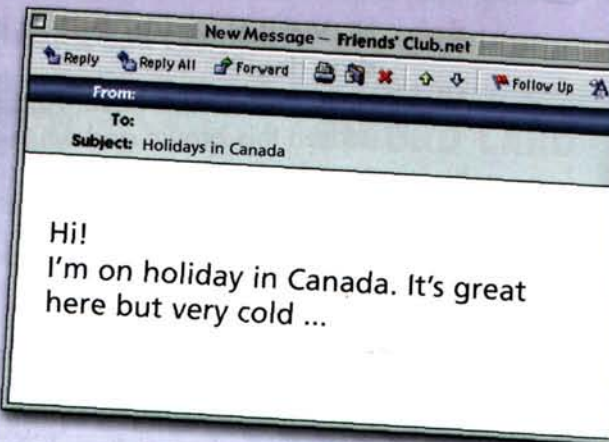
- ### 5
- Are there any similar things about Canada and your country? Are there many different things? Discuss with your partner. Then talk to the rest of the class about your ideas.

There are a lot of National Parks in our country.

The summers are very hot in our country.

## Writing

- ### 6
- You are spending your winter holiday in Canada. Write an email to your friend from England about it.



## Project

- 1 Make a totem pole of your class. Stick cardboard boxes of different sizes together to make a pole.
- 2 Write stories about your classmates and class on pieces of paper and stick them on the pole.
- 3 Illustrate the stories. Stick drawings, paintings and photos about your class on the pole too.
- 4 Make a classroom display of your work.





## Presentation

- 1** Listen and read. Then answer the question.

### What does the RSPCA do?

British people love animals and they usually take good care of their pets. Sometimes people find a lost or hurt animal and they take it to the RSPCA – The Royal Society for the Prevention of Cruelty to Animals. This organisation finds new homes for about 80,000 stray animals every year.

- 2** Listen and read.

- Bob** Hi, Vicki! Have you seen all the stray dogs?
- Vicki** Hello, Bob. Yes, I have. And I've chosen this brown and white puppy.
- Bob** Yes, he's sweet. His name's Lucky and that's his mum, Tessie.
- Vicki** Oh, Bob, have you met my friend Mark?
- Bob** No, I haven't. Hello, Mark. Have you been here before?
- Mark** Yes, I have. I came here last Wednesday and brought a stray cat. But I didn't see you here then.
- Bob** Well, I only work at weekends. I'm a volunteer.
- Vicki** Can I take Lucky home today?
- Bob** Have you spoken to the vet?
- Vicki** No, I haven't. I went to his office ten minutes ago but he wasn't there.
- Bob** Perhaps he's gone to lunch. But I looked at Lucky's record card this morning. He's had all his injections so he's ready to leave now.
- Vicki** Oh, look! Lucky is licking my arm.
- Mark** Perhaps he's hungry.
- Vicki** Have you fed him?
- Bob** Of course! I fed and brushed him an hour ago. I think he likes you, Vicki. Lucky, you've found a new home so you are really lucky today!



## Comprehension

- 3** Tick ✓ true. Cross ✗ false.

- 1 Vicki and Mark are at the RSPCA today.
- 2 Bob works as a volunteer at the RSPCA.
- 3 Lucky is a brown and white cat.
- 4 Vicki wants to take Tessie home with her.
- 5 Mark found a stray cat last week.
- 6 Lucky isn't ready to leave the RSPCA.







### Present Perfect

#### positive and negative

I		
You	have	have not
We	've	haven't
They		

chosen a puppy.

He	has	has not
She	's	hasn't
It		

#### questions

Have I / you / we / they

chosen a puppy?

Has he / she / it

### Practice

- 4 Circle the verbs in the Present Perfect in Exercise 2. Then complete the sentences below.

- Vicki (choose) has chosen Lucky.
- Mark (not / meet) ..... Bob before.
- I (not / be) ..... here before.
- Vicki (not / speak) ..... to the vet.
- Lucky (have) ..... all his injections.
- (find) ..... you ..... a new home for Tessie?

### Present Perfect and Past Simple

#### Present Perfect

He **has gone** to lunch.

Have you **fed** him?

#### Past Simple

He **went** to lunch **an hour ago**.

I **fed** and **brushed** him **an hour ago**.

- 5 Read Exercise 2 again and complete the table.

Verb	Past Simple	Past Participle
1 see	saw	<u>seen</u>
2 choose	chose	.....
3 meet	met	.....
4 be	was	.....
5 come	.....	come
6 bring	brought	.....
7 .....	took	taken
8 speak	spoke	.....
9 go	.....	.....
10 look	.....	looked
11 have	had	.....
12 feed	.....	.....
13 brush	.....	brushed
14 find	found	.....



- 6 Complete. Use the Present Perfect or the Past Simple. Then listen and check.

**Mark** (feed) 1 Have you fed the cats, Bob?

**Bob** Yes, I have. I (feed) 2 ..... them an hour ago. But I (not / brush) 3 ..... the dogs.

**Mark** Oh, can Vicki and I brush them?

**Bob** Of course! Hey, (see) 4 ..... you ..... my favourite animal here? Mickey the monkey.

**Mark** No, I haven't.

**Vicki** I (see) 5 ..... him last week. He's really funny, Mark!

**Mark** (find) 6 ..... you ..... a home for him?

**Bob** No, we haven't. We (take) 7 ..... him from a circus last month. His owner (be) 8 ..... cruel to him.



- 7 Listen and complete.



### RECORD CARD

**Name:** Tessie

**Animal:** 1 dog

**Age:** 2 .....

**Colour:** black, 3 ..... and white

#### History

**Visits to the vet:** Tessie has visited the vet 4 ..... times.

**Puppies:** She has had 5 ..... puppies.

**Injections:** She has had all injections for the year. She had her last injection in 6 .....



- 8 Make questions about Tessie. Then ask and answer.

What's the dog's name?

Her name's Tessie.

- 9 Write Mark's letter about Tessie to the school magazine.

Dear schoolmates,  
The local RSPCA has got a beautiful stray dog ...





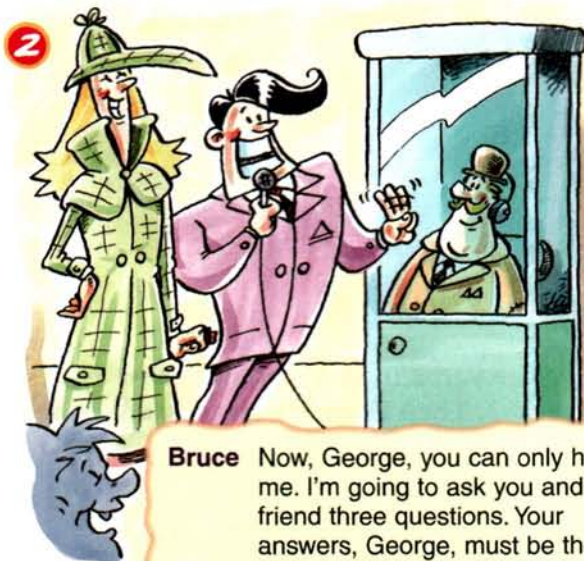
## Presentation

## 1 Listen and read.



**Bruce** Good evening and welcome to the 'Know your friend' show. On tonight's show we have the very famous detective, Shirley Holmes and her friend, George Clueless.

**Holmes and Clueless** Hello, Bruce!



**Bruce** Now, George, you can only hear me. I'm going to ask you and your friend three questions. Your answers, George, must be the same as Shirley's answers.

**Bruce** Have you ever caught a dangerous thief, Shirley?

**Holmes** Yes, I have.

**Bruce** George, has Shirley ever caught a dangerous thief?

**Clueless** Yes, she has.

**Bruce** Correct, George. Shirley, have you ever eaten snails?

**Holmes** No, I haven't. They're disgusting!

**Bruce** Now, George, has Shirley ever eaten snails?

**Clueless** No, she's never eaten snails.

**Bruce** Correct again. Well done, George! Shirley, have you ever flown in a hot-air balloon?

**Holmes** No, I've never flown in a hot-air balloon.

**Bruce** George, has Shirley ever flown in a hot-air balloon?

**Clueless** No! Never!

**Bruce** Well done! You've won a holiday for two in Japan. You know your friend very well, George.



**Clueless** Thank you! It's a perfect prize! Shirley has never been to Japan but she speaks Japanese very well.

**Holmes** Clueless! I've been to Japan five times and I don't speak one word of Japanese!





## Comprehension

### 2 Circle the correct answer.

- 1 In the box George can only hear Bruce / Shirley.
- 2 Holmes and Clueless have to ask / answer questions.
- 3 Holmes thinks snails are disgusting / dangerous.
- 4 Clueless and Holmes have won a holiday in a hot-air balloon / Japan.
- 5 Holmes speaks / doesn't speak Japanese.

**Present Perfect: ever, never**

Have you **ever** eaten snails?

Yes, I **have**. / No, I **haven't**.  
I've **never** eaten snails.

## Practice

### 3 Make sentences.

- 1 Clueless / catch / a dangerous thief (never)  
*Clueless has never caught a dangerous thief.*
- 2 Holmes / eat / snails? (ever)  
*Has Holmes ever eaten snails?*
- 3 I / see / 'Know your friend' show (never)
- 4 Clueless / be / to Japan? (ever)
- 5 Holmes / be / to France (never)
- 6 You / fly / in a plane? (ever)
- 7 I / be / on a television programme (never)

### 4 Ask and answer.

Has Holmes ever ridden a horse?

Yes, she has.



### 5 Listen and circle the correct answer. Then listen again and check.

- 1 a No, I haven't. b No, you haven't.
- 2 a Yes, she has. b Yes, he has.
- 3 a No, she hasn't. b No, he hasn't.
- 4 a Yes, we have. b Yes, I have.
- 5 a Yes, you have. b Yes, I have.
- 6 a No, he hasn't. b No, she hasn't.

### 6 Ask your partner about himself / herself, his / her friends and family.

Have you ever seen a ghost?

Yes, I have!

Has your sister ever seen a ghost?

No, she's never seen a ghost.

- 1 see / ghost
- 2 eat / snails
- 3 find / something valuable
- 4 win / a lot of money
- 5 be / to another country
- 6 see / a comet
- 7 have / an injection

## Fun Time

### 'Know your classmate' game


- 1 Two classmates come to the front of the class.
- 2 One classmate goes outside the classroom.
- 3 The class asks three questions to the other classmate.
- 4 The first classmate comes back into the classroom and the class asks him / her the same three questions.

Eva, have you ever ...

Has Eva ever ...



## Presentation

-  **1** Listen and read. Then answer the question.

*Where can you find humpback whales?*

-  **2** Listen and read.

## editors' letter



Seas and oceans cover three-quarters of the Earth. They're full of beautiful and strange sea animals. Today we've got some great photos of sea animals from two *Friends' Club* members, Sophie and Pascal from France. Their parents study sea animals all around the world. Now Sophie and Pascal are going to the USA to see some humpback whales. Read on!

*Ally and Alex*

## A whale of a time!



- Alex** Sophie and Pascal, you've been all around the world with your parents.
- Pascal** Yes, we have. Our parents study sea animals and we've been to lots of countries with them.
- Sophie** But we haven't been to the USA yet!
- Alex** You sent some beautiful pictures to the *Friends' Club* magazine. Have you seen all those sea animals?
- Sophie** Well, we've seen octopuses, sharks, dolphins, seals, crabs, and now our parents are studying humpback whales in the USA.
- Alex** Have you ever seen a whale?
- Pascal** Yes, but we haven't seen a humpback whale yet.
- Sophie** Humpback whales are beautiful. Look at this photo! Our father's just sent it to us. These whales love jumping out of the water.
- Alex** Is your father in the USA now?
- Pascal** Yes, he's just gone there. We're going to join him next week with our mum.
- Alex** Are you ready for the trip?
- Sophie** Well, our mum has just collected our plane tickets but we haven't bought our swimming costumes yet.
- Pascal** Have you listened to our recording of the humpback whale's song yet?
- Alex** No, not yet. I haven't had time.
- Sophie** Humpback whales are very romantic. They sing long love songs.
- Alex** Oh, let's listen to the song now!

## Comprehension

- 3** Match.

- 1 Sophie and Pascal have been to
- 2 The children's parents study
- 3 The children have never seen
- 4 The children's father sent
- 5 Humpback whales love
- 6 The children are going to the USA

☐ a

☐ b

☐ c

☐ d

☐ e

☐ f

- a jumping out of the water.
- b lots of countries.
- c sea animals.
- d a photo of a humpback whale.
- e to join their father.
- f a humpback whale.





### Present Perfect: just, yet

**positive** He's just gone there.

**negative** Have you listened to our recording yet?

**questions** We haven't been to the USA yet.

## Practice

- 4** Make sentences about Alex.  
Use *just* or *yet*.

- 1 speak / Sophie and Pascal  
Alex has just spoken to Sophie and Pascal.
- 2 (not) listen to / recording of the whale's song  
Alex hasn't listened to the recording of the whale's song yet.
- 3 look at / photo of the humpback whale
- 4 see / the photos of the other sea animals
- 5 (not) choose / the photos for the magazine
- 6 (not) have / time to write for the magazine

- 5** Ask and answer about Sophie and Pascal's list.

### Things to do!

- |   |   |
|---|---|
| 1 buy a camera                            | ✓ |
| 2 buy swimming costumes                   | × |
| 3 Mum - collect plane tickets             | ✓ |
| 4 have injections                         | × |
| 5 speak to Alex about trip                | ✓ |
| 6 Pascal - choose his clothes for holiday | × |
| 7 say goodbye to friends                  | × |

Have Sophie and Pascal bought a camera yet?

Yes, they've just bought a camera.

Have they bought their swimming costumes yet?

No, they haven't. / Not yet.

## Vocabulary

- 6** Read and match. There is one extra photo. Check the meaning of new words in a dictionary.

## Sea animals

- 1 This sea animal is very dangerous. It can kill other sea animals and people with its sharp teeth. It's got a huge, long body and rough skin. Half of its body is white and half is black.
- 2 This sea animal is very friendly and it loves to swim in front of fast boats. It's got a long, thin body and smooth skin. It's got over one hundred teeth.
- 3 This sea animal has got very long whiskers. They're forty times thicker than our hair. It's got a round head and a fat body.



### Writing skills: describing

Don't use very general adjectives such as *nice*, *bad*, *good*, *big* etc. in your descriptions. Try to use specific adjectives.

- 7** Rewrite the descriptions. Use the specific adjectives in the box.

large   friendly   delicious   long   dangerous   huge

Crabs have got a shell on their bodies and ten <sup>1</sup>big legs. They have got two <sup>2</sup>big claws for fighting. They are a <sup>3</sup>very good meal for octopuses, fish, seals and people.

Whales are <sup>4</sup>big sea animals. They aren't <sup>5</sup>bad animals and usually they're very <sup>6</sup>nice to people.

Crabs have got a shell on their bodies and ten long legs.



## They Came from Kitra 2

### 1 Remember the story! Complete.

The year is <sup>1</sup> 3089. Spaceship Zeus has taken off to go to the space <sup>2</sup> ..... on Mars but it has disappeared. Joe and Dan are two <sup>3</sup> ..... Their <sup>4</sup> ..... has sent them to Mars to find the missing Spaceship Zeus. Joe and Dan are in their spaceship but the <sup>5</sup> ..... aren't working.

### Presentation

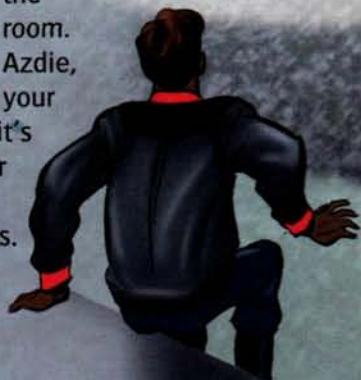
#### 2 Listen and read.

Joe and Dan's spaceship hit the ground. The two astronauts didn't move. There was somebody in the spaceship with them. It was a woman. Her strange yellow eyes shone in the dark. 'Put these men in the conversion room!' said the woman to her guards. The guards had yellow eyes too.

Dan opened his eyes. Joe was awake. 'Where are we?' asked Dan. 'We're somewhere in space, I think,' answered Joe. 'Have you seen anybody yet?' asked Dan. 'No, I haven't,' said Joe. 'But what's that? I can hear something.'

The door opened. The woman with the strange yellow eyes came into the room. 'Welcome to Kitra!' she said. 'I am Azdie, the ruler of this planet. Nobody on your planet knows about Kitra because it's a long way away. We captured your friends from Spaceship Zeus. We have changed them into Kitrans. Now they're going to help us to conquer the Earth,' Azdie smiled. 'And you will help us too!' 'Never!' shouted Joe. Dan jumped up and threw his space jacket over Azdie's head. Joe tied her to a chair.

At that moment there was a ringing noise. 'It's the alarm!' said Dan. 'What are we going to do now?'







## Comprehension



### 3 Ask and answer.

- 1 Who was in the spaceship with Joe and Dan?
- 2 What was strange about the woman?
- 3 Where did the guards take Joe and Dan?
- 4 What did the Kitrans do to the astronauts from Spaceship Zeus?
- 5 What did Joe do to Azdie?
- 6 What was the ringing noise?

some-, any-, no-

	positive	negative and questions	negative
people	somebody	anybody	nobody
things	something	anything	nothing
places	somewhere	anywhere	nowhere

There was **somebody** in the spaceship.  
Have you seen **anybody**?  
**Nobody** knows about Kitra.

## Practice



### 4 Complete. Use the words from the grammar box. Then listen and check.

- Guard 1** I think 1. somebody will come from Earth to help these astronauts.
- Guard 2** You're wrong! 2. anybody on Earth knows about Planet Kitra.
- Guard 1** But the astronauts from Spaceship Zeus are back on their planet.
- Guard 2** Yes, but they're Kitrans now. They won't tell 3. anybody about these two astronauts.
- Guard 1** Where's their spaceship?
- Guard 2** I don't know. But it isn't 4. anywhere near the conversion room. They won't find it.
- Guard 1** Listen, did you hear 5. anything? Look at the computer screen.
- Guard 2** It's OK. 6. nothing is happening. The astronauts are sleeping.

**BE CAREFUL**

I've seen **nobody**.  
I haven't seen **anybody**.

### 5 Answer the questions. Give two full sentences.

- 1 Who did Joe see in the room?  
*Joe saw nobody in the room.*  
*Joe didn't see anybody in the room.*
- 2 What did Dan say to Azdie?
- 3 What do people on Earth know about Kitra?
- 4 Who did the astronauts see outside the room?
- 5 Where did Joe and Dan go?

### 6 Read and complete.

- a Yesterday another spaceship took off to find the missing Spaceship Zeus.
- b The commander of the space station has contacted other planets.
- c There are four astronauts on the missing spaceships.
- d Last week Spaceship Zeus disappeared.

## Missing Spaceships!

- 1 It took off for Planet Mars but never arrived there. The captain of the spaceship lost contact with the space station not far from Mars.
- 2 Its captain lost contact with the space station too. The spaceship also disappeared from all the computer screens.
- 3 All space stations want to help but they haven't seen or heard anything from the spaceships yet.
- 4 Their wives and families and all the world are waiting for news.



### 7 Act out an interview between a newspaper reporter and the commander.

**Reporter** When did Spaceship Zeus disappear?

**Commander** It disappeared ...

**Reporter** Where ...





# Revision 5

## Vocabulary

### 1 Match.

- |            |                                     |           |
|------------|-------------------------------------|-----------|
| 1 stray    | <input checked="" type="checkbox"/> | a jacket  |
| 2 hot-air  | <input type="checkbox"/>            | b song    |
| 3 record   | <input type="checkbox"/>            | c dog     |
| 4 swimming | <input type="checkbox"/>            | d balloon |
| 5 love     | <input type="checkbox"/>            | e costume |
| 6 space    | <input type="checkbox"/>            | f card    |

### 2 Circle the correct words.

- I went to the RSPCA yesterday and took a ..... cat home.  
a stray      b strange      c smooth
- Sharks are ..... animals and they often kill people.  
a romantic      b delicious      c dangerous
- The boy was very ..... and sang a love song to his girlfriend.  
a lucky      b romantic      c friendly
- I haven't eaten anything today and I'm very .....  
a hurt      b rough      c hungry
- Octopuses have got eight ..... legs.  
a sharp      b long      c stray
- Sherlock Holmes was a ..... detective.  
a famous      b favourite      c new

## Dictionary skills: irregular verbs

In a dictionary you can find the past forms of irregular verbs.

**know** /nəʊ/ verb (past tense **knew** /nju:/, past participle **known** /nəʊn/)

### 3 Find the past forms of these verbs in your dictionary.

- |         |             |              |
|---------|-------------|--------------|
| 1 know  | <u>knew</u> | <u>known</u> |
| 2 build | .....       | .....        |
| 3 make  | .....       | .....        |
| 4 eat   | .....       | .....        |
| 5 drive | .....       | .....        |
| 6 drink | .....       | .....        |

## Pronunciation



### 4 Say. Then listen and check.

- 1 /ð/      mother  
/mʌðə/      this  
/ðɪs/

- 2 /θ/      three  
/θri:/      Earth  
/ɜ:θ/



### 5 Read and say. Is the picture correct?

θɜ:ti:n θɪn 'brʌðəz frəm ðə nɔ:θ 'pəʊl həd ðeə fɪfθ 'bɜ:θdeɪ lɑ:st mʌnθ



## Grammar

### 6 Complete. Use the Present Perfect or the Past Simple.

#### FEED

- I <sup>1</sup> 've fed the cat.
- Good, when <sup>2</sup> did you feed him?
- An hour ago.

#### DO

- <sup>3</sup> ..... you ..... your homework?
- Yes, we have. We <sup>4</sup> ..... it last night.

#### SEE

- <sup>5</sup> ..... you ..... Ann?
- No, I <sup>6</sup> ..... her today but I <sup>7</sup> ..... her yesterday at school.

#### GO

- Where's Mike?
- He's <sup>8</sup> ..... to the cinema.
- What time <sup>9</sup> ..... he ..... ?
- At five o'clock.



- 7 Ask and answer about Andy and Miriam. Use *ever*.

Has Andy ever been late for school?

Yes, he has.

	Andy	Miriam
be late for school	✓	✗
lose homework	✓	✗
ride a horse	✗	✓
fly in a plane	✓	✓
have a birthday party	✗	✗
work as a volunteer	✓	✗

- 8 Write what Andy and Miriam have never done.

Miriam has never been late for school.

- 9 Ask and answer about the pictures. Use *just* and *yet*.

1 bus / go



Has the bus gone?

Yes, it's just gone.

2 Mary / eat / her dinner



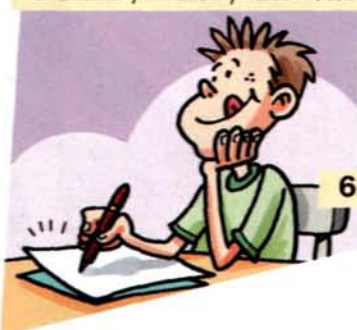
3 the film / start



4 pack / suitcase



5 Mike / write / the letter



6 John / drink / his glass of milk



- 10 Complete. Use *some*-, *any*-, *no*-.



Adam I can hear <sup>1</sup>something.

Olga Really? Well, I can't hear <sup>2</sup>.....

Adam I'm sure I can hear a person's voice. I think there's <sup>3</sup>..... in this house.

Olga But <sup>4</sup>..... lives in this house.

Adam I can hear a woman's voice. There's a woman <sup>5</sup>..... in this house!

Olga But we looked around the house and we didn't see <sup>6</sup>..... All the rooms are empty so there's <sup>7</sup>..... for a person to hide.

Adam Then there's a ghost in this house!

## Fun Time

Ask around the class and find someone who ...

- has met a famous person.
- has never been to another country.
- has never drunk coffee.
- has never been late for school.

Tina, have you ever met a famous person?

No, I haven't.



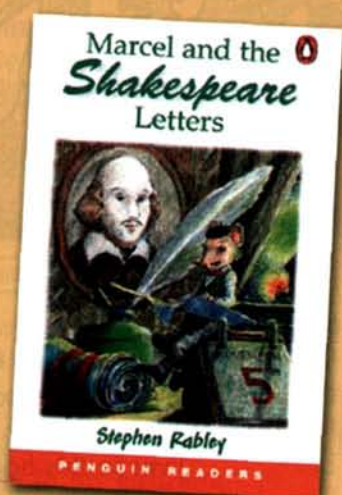


# Reading Corner



**1** Look at the cover and answer the questions.

- 1 What animal is Marcel?
- 2 Who's the man in the picture?



## Reading

**3** Read and answer the questions.

- 1 What's Marcel's job?
- 2 What does he do every November?
- 3 Where does Henry live?

Marcel is a French mouse. He's a detective and he lives in Paris. Every November he visits London. His old friend, Henry, has a flat there. This story is about one of Marcel's November holidays.

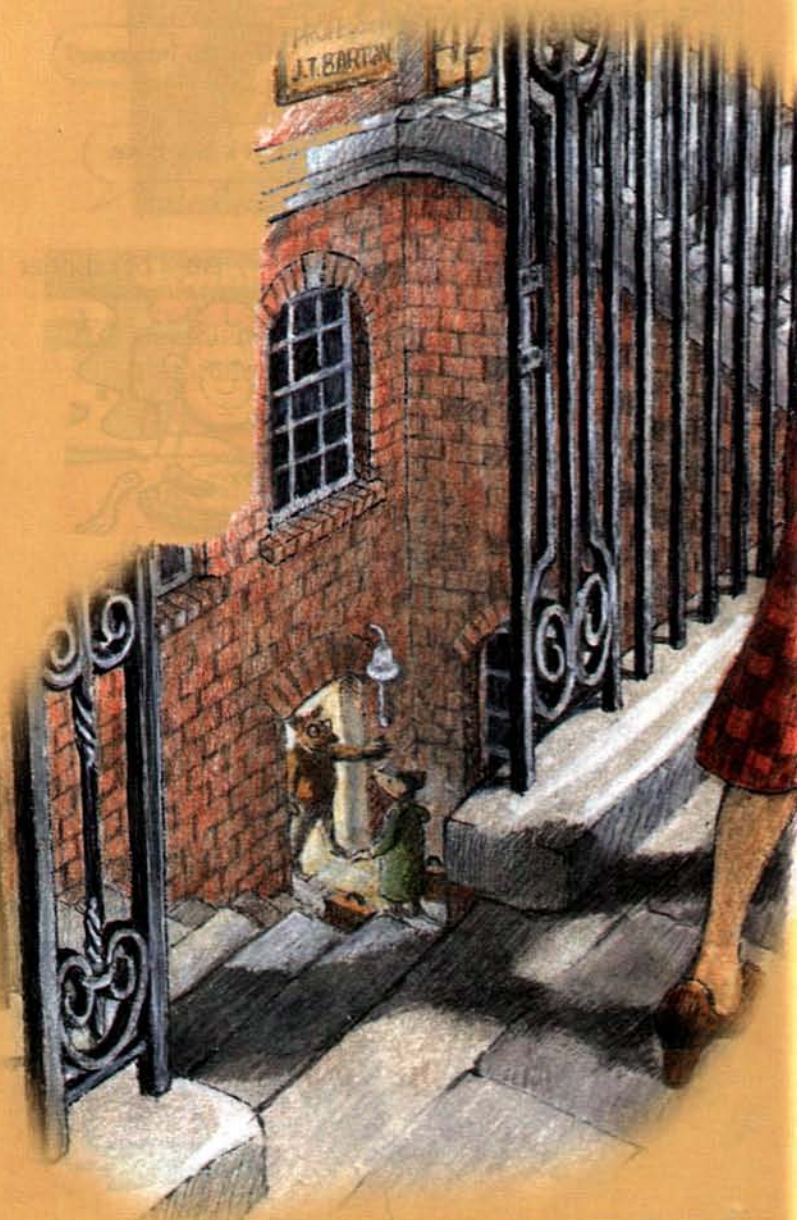
Marcel arrives in London and goes to Henry's flat. Henry lives under the house at 42 Old Wilton Street.

adapted from *Marcel and the Shakespeare Letters* by Stephen Rabley

## Listening



**2** These are important things in the story. Listen and number the pictures.





#### 4 Read and circle the correct answer below.



The two friends sit in big chairs. They drink tea and talk. At five o'clock Marcel says, 'There's a new person in number 42. What's his name? Burton? Barnam?' 'Barton,' Henry says. 'Professor Barton. He's very, very clever. And that's not all. After tomorrow he's going to be famous too!' 'Famous?!' Marcel looks at his English friend. 'Why?'

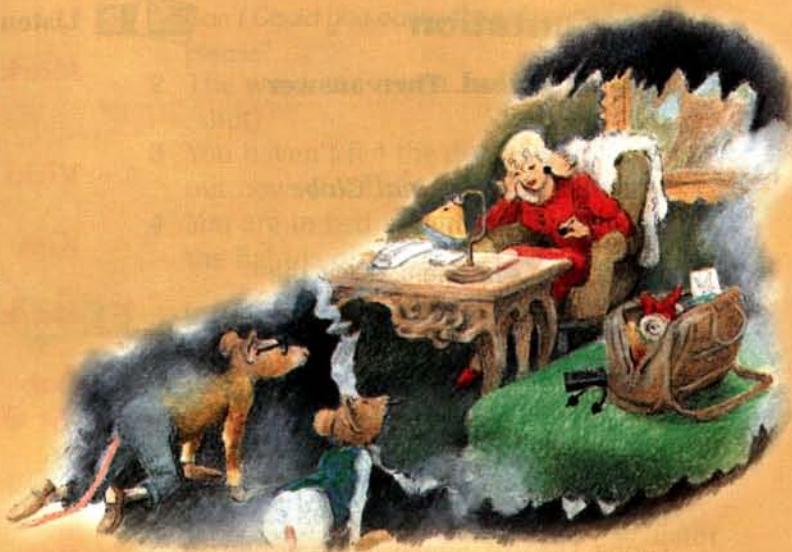
'It's a very interesting story,' Henry says. 'He has some letters. They were under the floor of an old woman's house in Oxford.' 'And ...?' Marcel says. 'And they're from Shakespeare to his son,' Henry says. 'Shakespeare!' 'Yes,' Henry smiles. 'Shakespeare. The old lady telephoned Professor Barton, and the Professor visited her. They talked about the letters and she said, "I want to give them to the British Museum in London. Can you do that for me?"' 'And Professor Barton said "yes"?' 'That's right.' 'Where are the letters now?' Marcel asks. 'In the Professor's flat. He's going to give them to the British Museum tomorrow morning at ten o'clock. A lot of journalists and TV people are going to be there.'

from *Marcel and the Shakespeare Letters* by Stephen Rabley

- 1 The new person in the house is Professor Barnam / Barton.
- 2 The Professor is / isn't very famous.
- 3 An old woman found Shakespeare's / her son's letters.
- 4 The old woman asked Henry / the Professor for help.
- 5 The letters are in the British Museum / Professor's flat.

#### Listening

#### 5 Listen. Put the sentences in the correct order.



- a Henry and Marcel went into Professor Barton's flat. ☐
- b Henry went to the safe behind the bookcase. ☐
- c Professor Barton left the house. ☐
- d Henry and Marcel heard a loud bang. ☒
- e Henry opened the safe but the letters weren't there. ☐
- f Henry and Marcel saw a woman on the telephone. ☐

#### Speaking

#### 6 Close your books and tell the story.

First, Henry and Marcel drank their tea ...

#### 7 Discuss what will happen next and how the story will end. Look at Exercise 2 for ideas.

I think Henry and Marcel will go through the wall ...

No, the woman will ...


#### Writing

#### 8 Write the end of the story. Use your ideas from Exercise 7.

Marcel and Henry decided to ...

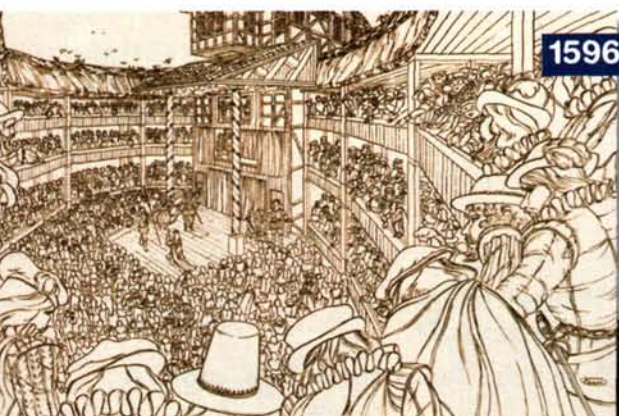


## Presentation

 **1** Listen and read. Then answer the question.

*When did the original Globe Theatre burn down?*

Today the Londoners are at the Globe Theatre with their drama teacher, Mr Grant. The Globe Theatre opened in London in 1997. It's a wooden building and a lot of the audience stand in the open air around the stage. It's a copy of William Shakespeare's Globe Theatre. Shakespeare wrote his plays for the Globe, and he acted in some of them too. The original theatre burnt down over four hundred years ago.



1596

 **2** Listen and read.

- Mark** I've never been to an open-air theatre before. Oh, it's beginning to rain. Can you open your umbrella, Vicki?
- Vicki** Not for you! You laughed at me with my umbrella.
- Kim** Would you like this bag for your head, Mark? It had my cheese sandwiches in it.
- Mark** Very funny! You should go on the stage and act in the play. It's a comedy.
- Rob** The audience is very noisy.
- Mr Grant** Well, Rob, the audiences were very noisy in Shakespeare's time too. They cheered and clapped and often threw rotten fruit at the bad actors. Now we only cheer and clap.
- Rob** What a pity!
- Mark** Mr Grant, could I go and buy a programme and a drink?
- Rob** Oh, could you buy a drink for me too, Mark?
- Mr Grant** You can buy programmes but don't buy drinks now, please. Wait until the interval.
- Vicki** Can I go with you, Mark?
- Mark** Yes, of course. Would you like a programme, Mr Grant?
- Mr Grant** Thank you, I would. Here's the money. But hurry, the play is going to start soon.



Now





## Comprehension

3 Tick ✓ true. Cross ✗ false.

- 1 Mark has been to an open-air theatre before.
- 2 Vicki has got an umbrella.
- 3 Kim is going to act in the play.
- 4 The audience is quiet.
- 5 Vicki and Mark are going to buy a drink.
- 6 Mr Grant wants a programme.

☐  
☐  
☐  
☐  
☐  
☐

## Vocabulary

4 Complete. Use the words in the box.

audience stage acted plays  
clapped comedies actors

**W**illiam Shakespeare was born in 1564 in England. He wrote lots of famous <sup>1</sup>...plays... Some of them were very funny <sup>2</sup>..... Shakespeare also <sup>3</sup>..... in his plays. People loved Shakespeare's plays and there was always a big <sup>4</sup>..... at the Globe Theatre. People stood around the <sup>5</sup>..... They usually cheered and <sup>6</sup>..... Sometimes they threw rotten fruit at the bad <sup>7</sup>.....



can, could, Would you like ...?

can / could (requests)

Can you open your umbrella?  
Could you buy a drink for me?

can / could (permission)

Mr Grant, could I go and buy a programme?  
Can I go with you, Mark?

Would you like ...? (offers)

Would you like a programme, Mr Grant?

## Practice



5 Make requests.

- 1 You've got a lot of books and they're heavy. (carry)  
*Can / Could you carry these books for me, please?*
- 2 The window is open and you're very cold. (shut)
- 3 You haven't fed the dog and you're going out now. (feed)
- 4 You are in bed and you want to sleep but the light is on. (turn off)



6 Ask for permission.

- 1 It's hot in the classroom. (Ask your teacher.)  
*Could / Can I open the window, please?*
- 2 You want to listen to your friend's CD. (Ask your friend.)
- 3 You want to use your teacher's calculator. (Ask your teacher.)
- 4 You want to go to the cinema tonight. (Ask your dad.)

7 Match.

- 1 Your uncle is drinking his tea. ☒ b
- 2 Your cousin hasn't eaten lunch. ☐
- 3 Your sister wants to go out and it's raining. ☐
- 4 Your friend is very cold. ☐
- a Would you like my umbrella?
- b Would you like some sugar?
- c Would you like my coat?
- d Would you like a sandwich?

8 Complete.

**Mark** Oh, it's the interval. <sup>1</sup>...Could... I buy a drink now, Mr Grant?

**Mr Grant** Certainly. And <sup>2</sup>..... you buy a lemonade for me, please? Here's the money.

**Kim** <sup>3</sup>..... I go with Mark, Mr Grant?

**Mr Grant** Of course you can!

**Mark** <sup>4</sup>..... you like a drink, Rob?

**Rob** Yes, a cola, please. Here's my money.

**Mark** Kim, <sup>5</sup>..... you put the money in your bag?

**Kim** OK.

**Vicki** I want to go and look at the stage. <sup>6</sup>..... you buy a cola for me too?

**Mark** Sure!





## Presentation

1 Listen and read.



**Clueless** You're very good at playing the violin, Holmes.

**Holmes** Yes, it's a wonderful hobby.

**Clueless** I want to take up a hobby too.



**Holmes** What hobby do you want to take up, Clueless?

**Clueless** Well, I'm very fond of eating.

**Holmes** Yes, you're very good at eating but it isn't a hobby. Cooking is a hobby. Are you keen on cooking?

**Clueless** Oh, no! Not at all!



**Holmes** What sport are you interested in? Are you interested in horse riding? Judo?

**Clueless** I'm not interested in judo and I can't ride a horse. I don't want to take up a sport because I'm terrible at sport.



**Holmes** What are you good at? Chess? Cards?

**Clueless** I'm not good at playing those games so I never win.

**Holmes** Well, what are you keen on?

**Clueless** I don't know, Holmes!

**Holmes** I know! You can start a collection.

**Clueless** A great idea! I'm going to collect stamps.

One week later



**Holmes** Yes, I think collecting stamps is the right hobby for you, Clueless, but please collect them at your house.





Adjectives with prepositions + -ing / nouns: questions

Are you **interested in** horse riding?  
What are you **interested in**?



5 Make sentences in the dialogue. Then listen, check and act out with your partner.

## Comprehension

### 2 Circle the correct answer.

- Holmes's hobby is / isn't playing the violin.
- Clueless *wants* / *doesn't want* to have a hobby.
- Holmes thinks eating *is* / *isn't* a hobby.
- Clueless *is interested in* / *terrible at* sport.
- Clueless *always* / *never* wins at cards.
- Clueless wants to collect *stamps* / *cards*.

## Practice

### 3 Make questions.

- What is Holmes good at?  
Holmes is good at playing the violin.
- What .....?  
Clueless is fond of eating.
- Is Clueless .....?  
No, Clueless isn't crazy about cooking.
- Is Clueless .....?  
No, he's not interested in sport.
- What .....?  
Holmes is keen on playing cards.
- What sport .....?  
Holmes is interested in football.



### 4 Ask and answer.

What are you good at?

I'm good at tennis and ...

**What are you ...**

good at?

crazy about?

bad at?

fond of?

interested in?

keen on?



Interviewer have / hobby?

Do you have a hobby?

Mrs Smith Well, / keen on / work / in the garden / because / love / flowers

Interviewer What / sport / interested in?

Mrs Smith Well / interested in / judo

Interviewer good at / judo?

Mrs Smith No, but / crazy about / watch it / on television

Interviewer What / good at?

Mrs Smith good at / cook / and / Clueless and Holmes / very fond of / my food

Interviewer What / bad at?

Mrs Smith bad at / sing / and / dance

Interviewer I think gardening is a good hobby for you.

Mrs Smith Yes, but I haven't got a garden.

## Speaking skills: linking words

and, but, so, because

We use the linking words **and**, **but**, **so** and **because** to join sentences.

- and** continues the same idea:  
I'm not interested in judo **and** I can't ride a horse.
- but** introduces opposite ideas:  
You're good at eating **but** it isn't a hobby.
- so** gives the result:  
I'm not good at playing those games **so** I never win.
- because** gives the reason:  
I don't want to take up a sport **because** I'm terrible at sport.



6 Tell your partner about yourself. Use **and**, **but**, **so** and **because**.

I'm interested in ... but ...





## editors' letter



Are you a good or bad pupil at your school? Do our quiz and find out. But first some *Friends' Club* members talk about their schools. Read on!

*Ally and Alex*

**1** Listen and read. Tick ✓ the correct answer.

Today the quiz in the magazine is about ...

- a good and bad pupils. ☐  
 b good and bad schools. ☐  
 c schools and pupils. ☐

## Presentation

**2** Listen and read.

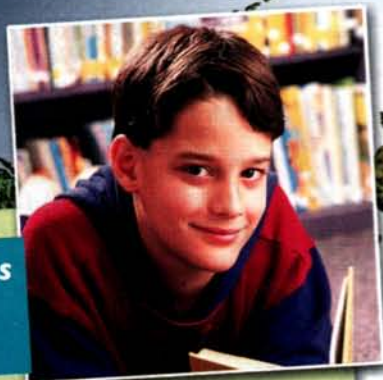
## Schools Around the World

**Alexander from Greece has a lot of homework every day. He says:**

Lessons end at two o'clock in the afternoon. Then I do my homework and I often study for a test. Teachers shouldn't give a lot of homework to their pupils. We should have more time to meet our friends and have fun. Should I talk to my teachers about it?

## Ally's advice

Yes, you should talk to your teachers about the problem. You should also make a study programme and organise your free time around it.



**The pupils at Gabriella's school in Italy don't wear school uniforms. She says:**



I think we should wear school uniforms. Other children often laugh at me because I don't wear expensive clothes. In the morning I spend a long time in front of the mirror because I want to choose the right clothes. Then I'm not on time for school. What should I do?

## Alex's advice

You shouldn't worry about clothes all the time. Remember, people are more important than their clothes. Have a good time with your real friends.

**Hatsuo from Japan has to clean his school. He says:**

At my school we have to sweep the classrooms, clean the windows and polish the desks. But the pupils like working together and we're proud of our beautiful school.

## Ally's advice

It's a great system. I think children in other countries should copy it.







## Comprehension

### 3 Ask and answer.

- 1 Who is often late for school?
- 2 Who doesn't have a lot of free time?
- 3 Who is very proud of his school?
- 4 Who hasn't got expensive clothes?
- 5 Who is good at cleaning?

#### should

#### positive and negative

I / You			
We / They	should	should not	worry about
He / She / It	shouldn't	shouldn't	clothes.

#### questions

You **should** talk to your teachers.

**Should** I talk to my teachers?

Yes, you **should**. / No, you **shouldn't**.

Why **should** I talk to my teachers?

## Practice

### 4 Complete. Use *should* or *shouldn't*.

#### Nilgün's problem

Dear Ally and Alex,

I am twelve years old and I go to high school in Turkey. The lessons are very difficult so I have to work hard at school. I also have a lot of homework.

Every day I have to help my mum with the housework. Then I have to do my homework. I think I <sup>1</sup> should only help in the house at the weekend. <sup>2</sup> ..... I have some free time?

My younger brother doesn't help in the house. I think he <sup>3</sup> ..... do some housework but my mum says he <sup>4</sup> ..... help her because he's only nine. My mum and I quarrel all the time. What <sup>5</sup> ..... I do?

Nilgün from Turkey

### 5 Give advice to Nilgün. Use *should* or *shouldn't*.

- 1 always do / your homework  
*You should always do your homework.*
- 2 talk / to your mother / about the problem
- 3 quarrel / with your mother
- 4 have / some free time / every day
- 5 give / your brother / difficult jobs

## Vocabulary

### 6 Complete. Use the phrases in the box.

all the time    a good time    free time  
a long time    on time

- 1 My homework was easy. I didn't spend a long time on it.
- 2 I didn't have ..... at the party yesterday because I was ill.
- 3 The football match didn't start .....
- 4 My brother watches television .....
- 5 It's Sunday tomorrow. We'll have some .....

## Fun Time

Do the quiz with your classmates.

### Quiz Are you a good or bad pupil?

- 1 You have a lot of homework. You should ...  
a do your homework just before the lesson.  
b do your homework at home.
- 2 You are going to have an exam. You should ...  
a study the night before the exam.  
b start work some days before the exam.
- 3 Your teacher is explaining a new topic and you don't understand it. You should ...  
a ask your friend to explain it.  
b ask your teacher to explain it again after the lesson.
- 4 You are going to have a test tomorrow. You should ...  
a study all night.  
b study hard but go to bed early.
- 5 You are going to write a composition. You should ...  
a read the topic and write the composition.  
b read the topic, plan your composition and then write it.

## Score

Mostly a answers.

Not good! You should try harder at school.

Mostly b answers.

Well done! You're a good student.



## They Came from Kitra 3

**1** Remember the story! Ask and answer.

- 1 Who is Azdie?
- 2 What's strange about Azdie's eyes?
- 3 Where did the guards put Joe and Dan?
- 4 What do Azdie and the Kitrans want to do?
- 5 What did Joe and Dan do to Azdie?

**Presentation****2** Listen and read.

The alarm continued to ring. Joe and Dan were in a tunnel outside the conversion room. They ran to the end of the tunnel. Then they saw a strange machine in front of them.

'What's that?' asked Dan.

'It's a transporter,' said Joe. 'It can move you from one planet to another in minutes. Our scientists have just made the first one and this is a copy. Somebody from our space station is giving information to the Kitrans!'

'Why don't we use this machine to get back home?' asked Dan.

'It's risky,' said Joe.

'Then what about looking for our spaceship?' asked Dan.

'We don't have time,' answered Joe. 'Let's try the transporter!'

Minutes later Joe and Dan arrived on Earth.

'It was very easy to escape from Kitra,' thought Joe. 'Why didn't the guards try to stop us?'

They climbed out of the transporter.

'Welcome back,' said a voice outside. It was the commander.

'We must talk to you, commander,' said Joe.

'Let's not talk now,' said the commander. 'Go home and let's meet tomorrow with the astronauts from Spaceship Zeus.

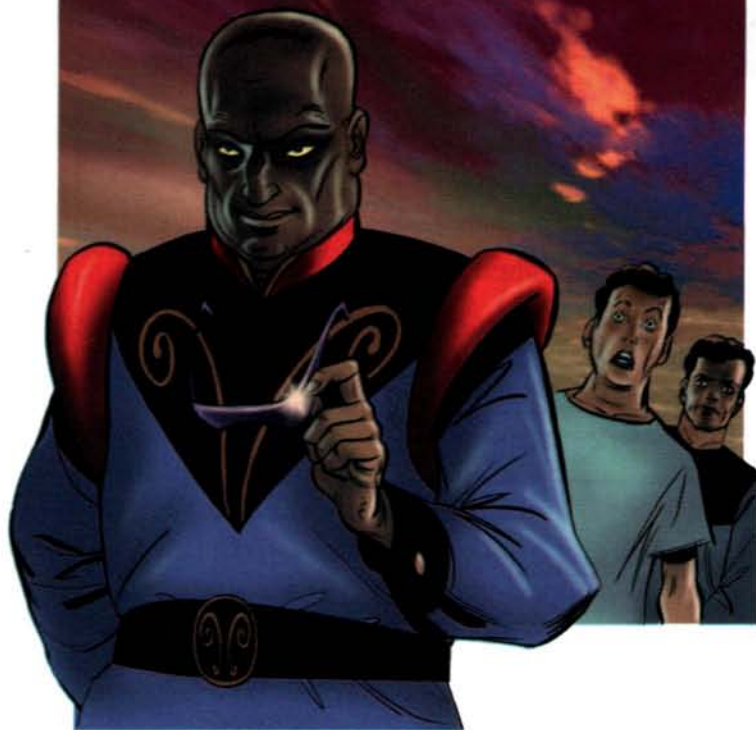
They're back too.' The commander smiled and took off his sunglasses. His eyes were yellow!

**Comprehension****3** Put the sentences in the correct order.

- a The two astronauts left the conversion room. ☐
- b Joe and Dan heard the alarm. ☒
- c They found the transporter. ☐
- d Joe and Dan ran down the tunnel. ☐
- e The commander met the two astronauts. ☐
- f Joe and Dan returned to their space station in the transporter. ☐







### Suggestions

Let's try the transporter.

Let's not talk now.

What about looking for our spaceship?

Why don't we use this machine to get back home?

## Practice

### 4 Make suggestions. Then listen and check.

**Guard 1** There's the alarm! What's happening?

<sup>1</sup> Let / look at the computer!

*Let's look at the computer!*

**Guard 2** Oh, no! Look! The two astronauts have left the conversion room. They're going into the transporter. <sup>2</sup> Why / stop / them?

**Guard 1** No, the astronauts must return to the Earth's space station. It's part of Azdie's plan. <sup>3</sup> Let / not / destroy it. The commander's waiting for them.

**Guard 2** <sup>4</sup> What about / contact / the commander?

**Guard 1** Azdie will do that.

**Guard 2** But the astronauts have tied Azdie to a chair. <sup>5</sup> Let / go / the conversion room / and / help / her!

### 5 Make Joe and Dan's suggestions. Use *let's (not)*, *what about* and *why don't we*.

- The commander of the Earth space station is now a Kitran. (tell the newspapers and television)  
*Let's tell the newspapers and television.*
- The astronauts from Spaceship Zeus are back. (talk to them)
- The commander wants to meet us tomorrow. (not / go)
- The Kitrans want to conquer the Earth. (try to stop them)
- We need help. (contact / the space stations on other planets)
- The commander is going to use the computers to contact Azdie. (break / computers)
- The commander will try to stop us. (go / the space station on Mars)

### 6 Listen and circle the correct answer.

- Azdie is talking to  
a the commander.  
b the Kitran guards.  
c the astronauts from Spaceship Zeus.
- Azdie is talking to  
a the Kitran guards.  
b Joe and Dan.  
c the commander.
- Joe is talking to  
a Azdie.  
b Dan.  
c an astronaut from Spaceship Zeus.
- The commander is talking to  
a Dan and Joe.  
b the astronauts from Spaceship Zeus.  
c Azdie.

### 7 What do you think will happen at the end of the story?

*I think Joe and Dan will go to Mars in the transporter.*

*No, the commander will contact Azdie and ...*

### 8 Write the ending of the story.

*Joe and Dan jumped into the transporter ...*





# Revision 6

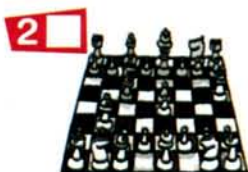
## Vocabulary

### 1 Circle the correct words.

- In Shakespeare's time people in theatres often threw rotten fruit at bad *audiences* / actors
- People usually buy a *programme* / *play* at the theatre.
- There's a very big *stage* / *interval* in that theatre.
- Shakespeare *clapped* / *acted* in many of his plays.
- The train arrived *on time* / *all the time*.
- She worries about her clothes *a long time* / *all the time*.
- There was a fire at school and a teacher rang the *telephone* / *alarm*.
- Cooking is an interesting *sport* / *hobby*.
- I'm going to *take up* / *take off* collecting stamps.

### 2 Match.

- |           |                     |
|-----------|---------------------|
| a cooking | d horse riding      |
| b chess   | e collecting stamps |
| c cards   | f judo              |



### 3 Match.

- |           |                                       |               |
|-----------|---------------------------------------|---------------|
| 1 take up | <input checked="" type="checkbox"/> d | a an umbrella |
| 2 wear    | <input type="checkbox"/>              | b time        |
| 3 play    | <input type="checkbox"/>              | c clothes     |
| 4 open    | <input type="checkbox"/>              | d a hobby     |
| 5 give    | <input type="checkbox"/>              | e cards       |
| 6 spend   | <input type="checkbox"/>              | f information |

## Pronunciation



### 4 Say. Then listen and check.

- |             |            |
|-------------|------------|
| 1 /v/       |            |
| /vɒlɪbɔ:l/  | volleyball |
| /dɪ'tektɪv/ | detective  |
| 2 /w/       |            |
| /wɔ:tə/     | water      |
| /wʌndəfl/   | wonderful  |

### 5 Match.

- |          |                                       |        |
|----------|---------------------------------------|--------|
| 1 /gɪv/  | <input checked="" type="checkbox"/> c | a word |
| 2 /wɔ:k/ | <input type="checkbox"/>              | b very |
| 3 /wɜ:d/ | <input type="checkbox"/>              | c give |
| 4 /verɪ/ | <input type="checkbox"/>              | d week |
| 5 /wɒsp/ | <input type="checkbox"/>              | e walk |
| 6 /wɪ:k/ | <input type="checkbox"/>              | f love |
| 7 /lʌv/  | <input type="checkbox"/>              | g live |
| 8 /lɪv/  | <input type="checkbox"/>              | h wasp |

## Grammar

### 6 Match.

- |                              |                                       |
|------------------------------|---------------------------------------|
| a Could you clean your room? | <input checked="" type="checkbox"/> 2 |
| b Can you open the door?     | <input type="checkbox"/>              |
| c Can I close the window?    | <input type="checkbox"/>              |
| d Would you like some water? | <input type="checkbox"/>              |





**7** Complete. Use *can*, *could* or *would you like*.



- Uncle Jim** Happy birthday, Jane.  
**Jane** Thank you, Uncle Jim. <sup>1</sup>*Would you like* a piece of my birthday cake?  
**Uncle Jim** Yes, please. <sup>2</sup>..... you cut it for me, please?  
**Jane** Yes, of course. <sup>3</sup>..... some tea too?  
**Uncle Jim** No, thanks.  
**Jane** <sup>4</sup>..... we go to the cinema tonight for my birthday, Uncle Jim?  
**Uncle Jim** Certainly!  
**Jane** Oh great! Uncle Jim, <sup>5</sup>..... I choose the film?  
**Uncle Jim** Of course, you <sup>6</sup>.....  
**Jane** <sup>7</sup>..... we see the new Walt Disney film?  
**Uncle Jim** Great idea! But <sup>8</sup>..... I finish my cake first?

**8** You are a famous person. Ask and answer with your partner. Use the phrases in the box.

good at   bad at   interested in  
 crazy about   fond of   keen on

*David Beckham, what are you interested in?*

**9** Complete. Use *should* or *shouldn't*.

- I like this jacket but it's very expensive. *Should* I buy it?
- You ..... do your homework now because you won't have time tonight.
- You ..... drink a lot of cola. It isn't good for you.
- People ..... cross the road at the zebra crossing.
- You ..... watch television every day. It's bad for your eyes.
- We ..... go by car. The train is cheaper.

**10** Make suggestions. Use *let's*, *what about* or *why don't we*.

*Let's watch the film on TV!*

*What about watching the film on TV?*

*Why don't we watch the film on TV?*

- It's raining and there's a good film on TV.
- You see a fast food restaurant and you're hungry.
- You're very hot and you're near the sea.
- It's your best friend's birthday and you want to do something for him / her.
- You've just received a football as a present.
- You've just found some money on the street.

## Song Time

**1** Match the rhyming words.

- |        |                                     |       |
|--------|-------------------------------------|-------|
| 1 TV   | <input checked="" type="checkbox"/> | a hat |
| 2 high | <input type="checkbox"/>            | b sun |
| 3 that | <input type="checkbox"/>            | c see |
| 4 tree | <input type="checkbox"/>            | d sky |
| 5 fun  | <input type="checkbox"/>            | e me  |

**2** Complete. Use the words in Exercise 1.

Let's have <sup>1</sup> *fun* !  
 What about playing in the <sup>2</sup>.....?

We shouldn't do <sup>3</sup>.....  
 I haven't got a <sup>4</sup>.....

Why don't we climb a <sup>5</sup>.....  
 and count the clouds we see?

I'm scared of climbing high.  
 It's boring to look at the <sup>6</sup>.....

So why don't you watch <sup>7</sup>.....?  
 And I'll find a new friend for me.

**3** Listen and check. Then listen again and sing.





# Culture Corner

## New Zealand



### Reading

1 Read the text. What do these words refer to?

- 1 Paragraph 1 Line 3 *They the Maoris.*
- 2 Paragraph 2 Line 4 *the country* .....
- 3 Paragraph 3 Line 7 *these huge trees* .....
- 4 Paragraph 4 Line 2 *them* .....
- 5 Paragraph 4 Line 3 *This strange bird* .....

The native people in New Zealand were the Maoris. They hunted a large bird called the mao and that's how they got their name. We only know about the first Maoris from their paintings and wood carvings because they didn't have a written language.



Two hundred years ago many people from Europe and Australia travelled to New Zealand. In 1840 the British became the leaders of the country. Now the official language of the country is English, but with a New Zealand accent.

New Zealand is a group of very beautiful islands. There are high mountains covered with snow, volcanoes, beautiful lakes and tropical forests. The most famous trees in New Zealand are the giant kauris. They are often 50 metres tall and 14 metres around. Many of these huge trees are over 800 years old!

There are some very unusual animals in New Zealand too. One of them is a bird called the kiwi. This strange bird runs very fast on its strong legs because it can't fly!



## Listening

**2** Look at the pictures and answer the questions.

- 1 Do you have these sports in your country?
- 2 Have you ever tried these sports?
- 3 What equipment do people need for these sports?

**bungee jumping**



**whitewater rafting**



**zorbing**



**3** Listen to an interview with Bob MacVee, a teenager from New Zealand and answer the questions.

- 1 What unusual sports are popular in New Zealand?
- 2 Has Bob ever tried bungee jumping?
- 3 What sport is Bob crazy about?
- 4 What does Bob always wear for his favourite sport?
- 5 What sport is the interviewer interested in?

## Speaking

**4** Role play. Student A, do the tasks below. Student B, turn to page 105.

**a** You're talking to a teenager from New Zealand. Ask these questions.

*Have you ever tried whitewater rafting?*

- 1 you / ever / try / whitewater rafting
- 2 When / you / do / it
- 3 Who / be / with / you
- 4 you / have / a good time
- 5 Why / not / you / like / it

**b** Read the notes and answer Student B's questions.

*Have you ever tried zorbing?*

*Yes, I have.*

You're from New Zealand. Last summer you were on a sports camp on the South Island. You tried zorbing. It was great fun and you are going to do it again.

## Writing

**5** Imagine you are on holiday in New Zealand. Write a letter to your best friend.

Dear .....

I'm having a wonderful holiday here in New Zealand ...

## Project

- 1 Collect photos of unusual sports or activities in your country.
- 2 Write about the sports / activities from the photos.
- 3 Use the photos and the writing to design a travel brochure about unusual sports / activities in your country.





## Presentation

- 1 Listen and read. Then answer the question.

*What are many people in England keen on?*

Most English people live in houses with gardens. The gardens are often very beautiful because the English are very keen on gardening. An English garden usually has lawns and flowers. Some families also grow vegetables in their gardens. The lawns and trees are usually very green because it rains a lot in England.



- 2 Listen and read.

- Kim** Where were you yesterday morning, Rob?  
**Rob** I was at home.  
**Kim** No, you weren't. I phoned you at ten o'clock but nobody answered.  
**Rob** At ten? Oh, I remember. I was in the garden.  
**Kim** What were you doing?  
**Rob** Well, Mark and I were helping my mum.  
**Kim** Oh, Mark was with you! I was looking for him too.  
**Rob** He was digging holes.  
**Kim** Digging holes?  
**Rob** Yes, he was digging holes for my mum's rose bushes. Mum was planting the roses and I was watering the garden – and Mum and Mark!  
**Kim** Was your dad helping too?  
**Rob** No, he wasn't working in the garden. He was making a cake. But he mowed the lawn this morning. My parents love their garden. Why were you looking for Mark and me?  
**Kim** Because I was cutting the hedge in our garden and I needed your help.  
**Rob** Poor you! Poor us! Lucky Vicki! She lives in a flat!



## Comprehension



- 3 Ask and answer.

- 1 When did Kim phone Rob?
- 2 Why didn't he answer the phone?
- 3 Was Mark at home at ten o'clock yesterday?
- 4 Who was with Rob in the garden?
- 5 Do Rob's parents love their garden?
- 6 Why is Vicki lucky?





## Vocabulary

### 4 Circle the correct answer.

- I'm going to ..... some rose bushes today.  
a grow    b plant    c mow
- Many people ..... vegetables in their gardens.  
a cut    b dig    c grow
- You must ..... the hedge. It's very tall.  
a mow    b cut    c dig
- I want to plant some trees. Can you ..... the holes?  
a dig    b water    c cut
- I have to ..... the lawn today.  
a dig    b mow    c grow
- We have to ..... the garden. It's very dry.  
a grow    b mow    c water

### Past Continuous

#### positive and negative

I		
He	was	was not
She		wasn't
It		working in the garden at ten.

You		
We	were	were not
They		weren't

#### questions

Was	I / he / she / it	working in the garden at ten?
Were	you / we / they	

## Practice



### 6 Ask and answer.

- 8.30 / Rob
- 8.50 / Mark
- 10.15 / Rob's dad
- 10.45 / Vicki
- 12.30 Kim and her mum

What was Rob doing at half past eight?

He was ...



### 7 Ask your partner what he / she was doing at these times.

What were you doing at quarter past ten yesterday morning?

- 10.15 yesterday morning
- 5.00 yesterday afternoon
- 11.00 last night
- 8.30 yesterday evening
- 7.30 this morning

### 8 Write about what you and your family were doing at seven o'clock yesterday evening.

At seven o'clock yesterday evening, my mum ...



### 5 Listen. Tick ✓ true. Cross ✗ false.

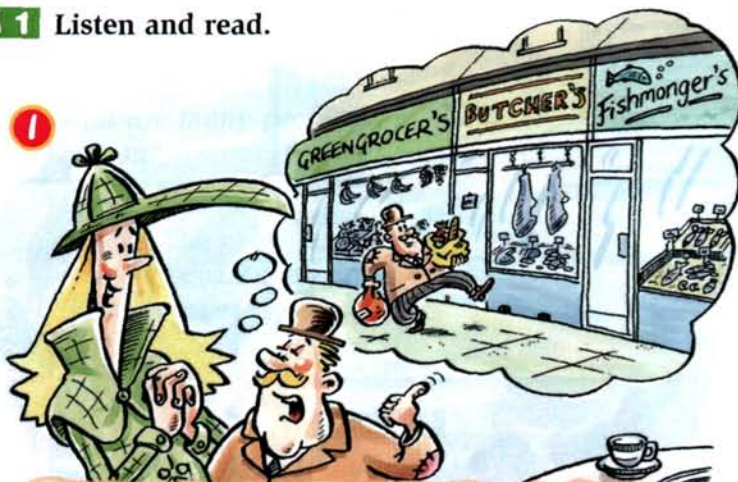
- At nine o'clock Vicki was shopping with her mother. ☒
- Vicki and her mum were buying vegetables in a supermarket. ☐
- Vicki was playing tennis at eleven o'clock. ☐
- At twelve o'clock Vicki was planting some flowers and vegetables in her aunt's garden. ☐
- Kim was cutting the hedge yesterday morning. ☐
- Kim needed Vicki's help. ☐





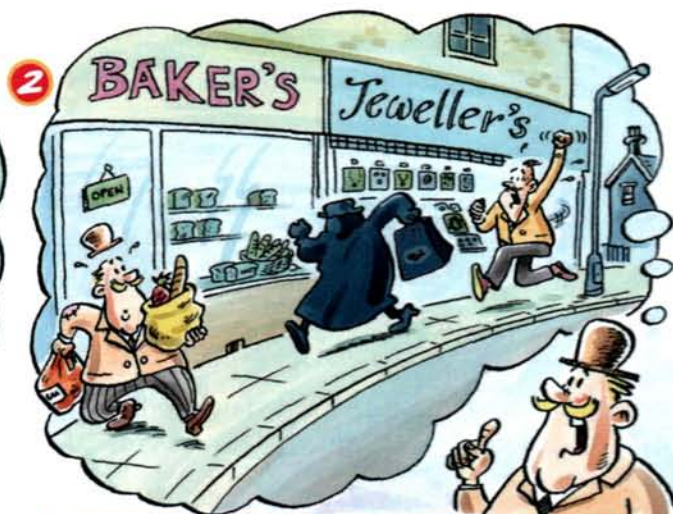
## Presentation

**1** Listen and read.



**Clueless** While you were working this morning, Holmes, I was shopping for Sunday lunch. I bought some potatoes at the greengrocer's and some meat at the butcher's. After that I went to the fishmonger's and ...

**Holmes** ... bought some fish.



**Clueless** Then I went to the baker's and bought ...

**Holmes** ... bread, and ...

**Clueless** I was leaving the baker's shop when somebody ran out of the jeweller's. The jeweller was chasing this person.



**Holmes** And what happened then?

**Clueless** Well, while the person was running past me, I shouted 'Stop!' and threw all the food at the person.

**Holmes** But this person didn't stop!

**Clueless** No, but I'm going to find this dangerous thief.

**Holmes** This person was taller than you.

**Clueless** You're right, Holmes! Amazing!

**Holmes** And this person was wearing a brown coat and carrying a red bag.

**Clueless** Correct again! You're brilliant, Holmes! But how do you know this?

**Holmes** Mrs Smith, could you come in here, please?



**Clueless** Oh, Mrs Smith, what happened to you?

**Mrs Smith** Well, I went to town to collect a necklace for Ms Holmes and I left my purse in the shop. The jeweller ran after me. I was running down the street when a crazy man threw food at me ... Oh, did you get the food for Sunday lunch, Mr Clueless?

## Comprehension

**2** Tick ✓ true. Cross ✗ false.

- 1 Clueless bought some potatoes. ☒
- 2 Clueless didn't buy any bread. ☐
- 3 A short person ran past Clueless. ☐
- 4 The person was wearing a blue coat and carrying a black bag. ☐
- 5 Somebody threw food at Clueless. ☐
- 6 There isn't any food for Sunday lunch. ☐





### Past Continuous

#### Long action

While you **were working** this morning,

#### Long action

I **was shopping**.

#### Long action

I **was leaving** the baker's shop

#### Short action

when someone **ran out** of the jewellers.

### BE CAREFUL

While I **was reading** ...  
NOT ~~while I read~~ ...

## Practice

### 3 Read Holmes's diary and circle the correct words.

While Clueless <sup>1</sup> was shopping / ~~shopped~~ I was investigating the robbery at the Prices' country house. Lady Price has got some very expensive diamond jewellery. Lord Price keeps it and his money in a safe at their house.

Last Saturday morning the Prices <sup>2</sup> were watching / ~~watched~~ television when their three friends <sup>3</sup> arrived / ~~were arriving~~ for the weekend. They were Sally and her boyfriend, Tom. The third person was Tom's friend, Jerry Scott. Tom and Jerry play in a pop group and don't earn much money.

On Saturday night Lord Price <sup>4</sup> was reading / ~~read~~ his newspaper when the lights <sup>5</sup> were going out / ~~went out~~. Later Lord Price decided to look in his safe but he couldn't find the key to it. The safe was open and his wife's diamonds and the money weren't there. While I <sup>6</sup> was talking / ~~talked~~ to the people in the house I found some important clues.



### 4 Make Holmes's questions. Then listen and check.

**Holmes** <sup>1</sup>What / you / do / when / the lights / go out / Lord Price  
*What were you doing when the lights went out, Lord Price?*

**Lord Price** I was reading my newspaper in the sitting room.

**Holmes** <sup>2</sup>What / your wife / do / while / you / read  
**Lord Price** She was making coffee in the kitchen.

**Holmes** <sup>3</sup>Sally, when / the lights / go out / what / you / do

**Sally** I was reading a book in my bedroom.

**Holmes** <sup>4</sup>What / your boyfriend, Tom / do  
**Sally** He was walking in the garden.

**Holmes** <sup>5</sup>Jerry / walk / with Tom / in the garden  
**Sally** No, he wasn't. Jerry was in his bedroom. He was listening to the radio.



### 5 Listen and answer the questions.

- 1 What does Sally think about diamonds?
- 2 Why did Jerry go to his room at a quarter to eight?
- 3 Did Jerry like the music programme?



### 6 Who was the thief? Look at the clues and decide.

I think the thief was ...



2

**RADIO PROGRAMMES**  
7.00 : THE NEWS  
7.15 : YOUR HEALTH  
7.50 : THE BEST JAZZ RECORDS

3

Dear J  
Yes, I love you but we need money.  
We must buy a house and  
Love  
Sally



### 7 Listen and check your answer.





## editors' letter

Today in the magazine you can read about robots. We also want you to design your own robot and write to us about it. But first let's read a letter from Masako, in Japan, about animal robots called Elsie and Elmer and about his pet robot - Aibo.

*Ally and Alex*

### 1 Listen and read. Tick ✓ the correct answer.

Elsie and Elmer are:

- a animals. ☐
- b robots. ☐
- c people. ☐

## Presentation

### 2 Listen and read.

# Animal robots

Dear Ally and Alex,

I'm very interested in robots. I know robots are only machines with computers for brains but they are often very loveable.

Over sixty years ago Dr Walter from the USA made the first animal robots and he became very fond of them. He called them Elsie and Elmer. They had three wheels covered with a plastic shell and they looked like tortoises. They could go backwards when they hit something and they could find a light but they couldn't communicate with people.

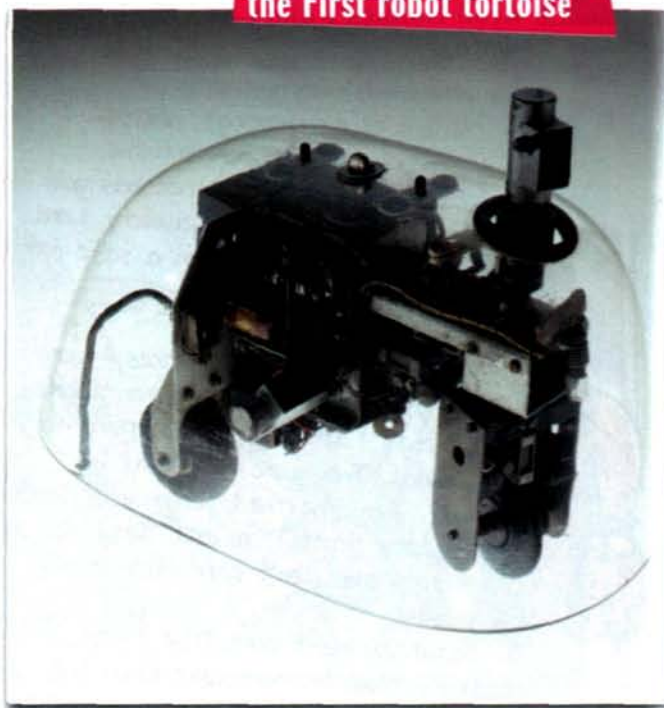
Now scientists in my country make robot dogs and lots of children have them as pets. They are called Aibos. Aibo means *pal* or *partner* in Japanese. Aibos are amazing. They can run, walk, speak and sing. They can also show their feelings. They wag their tails to show happiness. But they can't bark yet.

I've got an Aibo and I love it very much. It's clever but I think these robots will be able to do even more things in the future. I'm sure they will be able to bark soon but perhaps they won't be able to have puppies!

**Masako**



## the first robot tortoise



## Comprehension

### 3 Circle the correct answer.

- 1 Dr Walter made the first robot dogs / animal robots.
- 2 Dr Walter liked / didn't like Elsie and Elmer.
- 3 Masako is from Japan / the USA.
- 4 Japanese / American scientists have made a robot dog called Aibo.
- 5 Aibo means dog / partner in Japanese.
- 6 Masako's Aibo can sing / bark.



**can, could, be able to**

**positive, negative and questions**

present	Aibos <b>can</b> speak.
	Aibos <b>can't</b> bark.
	<b>Can</b> Aibos bark?
	Yes, they <b>can</b> . / No, they <b>can't</b> .
past	Elsie <b>could</b> find a light.
	Elsie <b>couldn't</b> communicate with people.
	<b>Could</b> Elsie communicate with people?
	Yes, it <b>could</b> . / No, it <b>couldn't</b> .
future	Robots <b>will be able to</b> bark.
	Robots <b>won't be able to</b> have puppies.
	<b>Will</b> robots <b>be able to</b> have puppies?
	Yes, they <b>will</b> . / No, they <b>won't</b> .

## Practice

- 4 Complete. Use the correct form of **can, could** or **will be able to**.

## Robots! Robots!

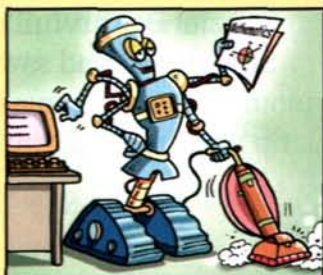
Elektro and his dog Sparko first appeared at the New York World Fair in 1939. Elektro <sup>1</sup> could say seventy-seven words. He <sup>2</sup> ..... also walk and dance but he <sup>3</sup> ..... show his feelings.



This robot is called Manny. Scientists use Manny to test clothes for astronauts. He <sup>4</sup> ..... move his arms and legs but he <sup>5</sup> ..... talk.



Robots of the future <sup>6</sup> ..... tidy bedrooms and do your homework but they <sup>7</sup> ..... talk to you.



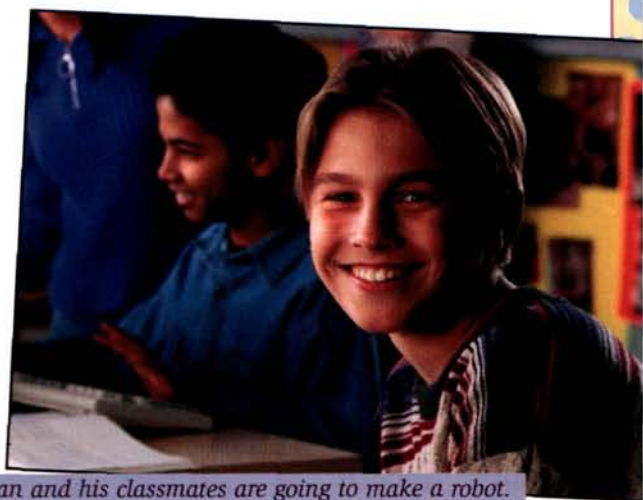
## Listening skills: listening for gist

- 1 Don't try to understand every word from the recording.
- 2 Try to understand the general meaning or the important points of the listening – not the small details.

### 5 Listen and circle the correct answer.

The interview is about ...

- a special robot.
- a robot competition.
- Svan's classmates.



Svan and his classmates are going to make a robot.

## Fun Time

- 1 Design a robot with your partner.
- 2 Make notes about what it **will / won't be able to** do.
 

sing	✓
do tricks	✓
dance	x
- 3 Tell your classmates about your robot.

Our robot **will be able to** sing but it **will only** sing pop songs.

Our robot **won't be able to** ...

- 4 Ask your classmates about their robots.

Will your robot **be able to** ...?

What will it **be able to** do at school?



## Voyage to the Unknown 1



## Presentation



1 Listen and read.

It was a fine September day in 1620 and the sun was shining. Lizzie was standing on the deck of the *Mayflower*. She and her family and friends were sailing to America.

While she was looking at England for the last time, a young sailor was watching her.

'Are you unhappy because you're leaving England?' he asked Lizzie.

'No,' she answered. 'In England many people didn't like us because our religion is different.'

At first the weather was good and Lizzie often saw the young sailor on deck. They soon became good friends. His name was John Parker. They liked talking about

America. It was an unknown place and Indians lived there. It was exciting but frightening.

Then one day the weather changed and there was a storm. The Pilgrims stayed under the deck but Lizzie was worried about John. She went on deck to find him but she couldn't see him anywhere.

The waves were huge and Lizzie stayed near the rail. Suddenly she heard a voice behind her.

'Lizzie! Be careful!'

She turned and saw John. But at that moment a wave came over the side of the ship and dragged him into the sea.





## Comprehension

### 2 Tick ✓ true. Cross ✗ false.

- 1 The Pilgrims left England in 1620. ☒
- 2 The Pilgrims' ship was called the *Mayflower*. ☐
- 3 John Parker was a Pilgrim. ☐
- 4 All people in England liked Lizzie and her friends. ☐
- 5 John and Lizzie often talked about England. ☐
- 6 When there was a storm the Pilgrims stayed on deck. ☐
- 7 A wave dragged John into the sea. ☐

#### Revision of past tenses

##### Past Simple

She often **saw** the young sailor.

##### Past Continuous

While she **was looking** at England for the last time, a young sailor **was watching** her.

##### to be

His name **was** John Parker.

##### could

Lizzie **couldn't** see John anywhere.

## Practice

### 3 Complete Lizzie's diary. Use the Past Simple, the Past Continuous, *was* / *were* or *could*.

8th September 1620

Our life in England (be) <sup>1</sup> **was** difficult because many people (not / like) <sup>2</sup> ..... us. We (be) <sup>3</sup> ..... very unhappy so we (decide) <sup>4</sup> ..... to go to America.

At first we (not / can) <sup>5</sup> ..... find a ship but finally we (find) <sup>6</sup> ..... two ships, the *Mayflower* and the *Speedwell*. We (leave) <sup>7</sup> ..... England on August 20th but while the *Speedwell* (sail) <sup>8</sup> ..... , water (start) <sup>9</sup> ..... to go into it. We (return) <sup>10</sup> ..... to Plymouth in England.

We (not / can) <sup>11</sup> ..... find another ship and on 6th September we (leave) <sup>12</sup> ..... again with only one ship, the *Mayflower*.

### 4 Read Exercise 3 again. Put the sentences in the correct order.

- a On August 20th they left England on two ships. ☐
- b At first the Pilgrims lived in England but they were unhappy there and decided to go to America. ☐
- c The Pilgrims returned to England but they couldn't find another ship. ☐
- d While they were sailing, water started to go into one of the ships, the *Speedwell*. ☐
- e Finally they left England on 6th September on the *Mayflower*. ☐



### 5 Close your books and tell the story around the class.

*At first the Pilgrims ...*



### 6 Read and complete. Then listen and check.

Life was hard for them.  
They couldn't live in <sup>1</sup> .....  
They were good people  
but they didn't have <sup>2</sup> .....

*They were Pilgrims,  
They were Pilgrims,  
They were going to America.*

They left England in <sup>3</sup> .....  
The sun was shining bright.  
But then there was a <sup>4</sup> .....  
and nothing went right.

*They were Pilgrims ...*

The waves were huge.  
Lizzie was looking for <sup>5</sup> .....  
A <sup>6</sup> ..... came over the rail  
and suddenly he was gone.

*They were Pilgrims ...*







# Revision 7

## Vocabulary

- 1 Find six more words connected with gardens.

P	H	E	D	G	E	H
O	W	A	T	M	O	W
L	A	W	N	A	T	D
R	T	E	R	D	I	G
O	E	P	L	A	N	T
S	R	O	S	E	L	S

- 2 Complete. Use the words in the box.

baker's greengrocer's jeweller's  
butcher's fishmonger's

- Please go to the baker's and buy some bread.
- I'm going to cook fish for dinner. Could you go to the .....
- I have seen a beautiful ring in the new ..... in town.
- That ..... has got fruit and vegetables from all over the world.
- The meat is always fresh in that ..... in the High Street.

## Pronunciation

- 3 Say. Then listen and check.

- |   |   |
|---|---|
| 1 /dʒ/<br>/dʒə'pæn/ Japan<br>/dʒi:nz/ jeans | 2 /ʒ/<br>/'telɪvɪʒən/ television<br>/'ju:ʒuəli/ usually |
| 3 /ʃ/<br>/ʃɪp/ ship<br>/fɪʃ/ fish           | 4 /tʃ/<br>/'tʃi:z/ cheese<br>/'rɪtʃ/ rich               |

- 4 Read. What television programme are you going to watch tonight?

### TELEVISION PROGRAMMES

6.00 /'tʃɒklət ʃɒp/ (a children's show)	7.00 /'fɪʃ ənd 'tʃɪps/ (food in Britain)	7.30 /dʒi:n kə'leɪʃn/ (clothes for teenagers)	8.45 /'telɪvɪʒən 'fɪldrən/ (a film)
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## Grammar



- 5 Make questions. Use the Past Continuous. Then ask and answer with a partner.

Were Clueless and Holmes working in the garden yesterday morning?

Yes, they ...

- Clueless and Holmes / work / in the garden / yesterday morning
- What / Mrs Smith / do / yesterday / at five o'clock
- Who / look for clues / yesterday afternoon
- What / Holmes / do / at ten o'clock / yesterday
- Who / planting / roses / yesterday morning
- Mrs Smith / work / in the garden / yesterday afternoon
- What / Clueless / do / at five o'clock / yesterday



- 6 Write six sentences about the pictures in Exercise 5. Use the Past Continuous and the Past Simple.

Holmes was mowing the lawn when the telephone rang.



**7 Complete. Use the Past Simple or the Past Continuous.**

- While Clueless and Holmes (work) were working in the garden the sun (shine) .....
- Who (mow) ..... the lawn while Clueless (water) ..... the flowers?
- The Crazy Detectives (work) ..... in the garden when the telephone (ring) .....
- Who (sit) ..... in the garden while Mrs Smith (make) ..... a cake?
- Clueless (drink) ..... tea while Holmes (look) ..... for clues.
- Holmes (look) ..... for clues when she (see) ..... a wasp.
- What (do) ..... Clueless ..... when Holmes (shout) ..... 'Help'?

**8 Complete. Use can, could or will be able to.**

Dear Pablo,

Thank you for your letter. Your English is very good. 1 Can you speak other languages too? I (not) 2 ..... speak Italian but I have started Italian lessons. I think I 3 ..... speak it very well soon.

There's a great swimming pool near my house. I (not) 4 ..... swim last year because I broke my leg, but now I 5 ..... swim really well.

You must come to England next summer! My parents 6 ..... cook Italian food so you 7 ..... eat Italian food here.

Please write soon.

Lots of love,

*Patsy*



**9 Make questions. Then ask and answer with a partner and complete the table.**

*Could you make a cake when you were seven?*

*No, I couldn't.*

*Can you make a cake now?*

*Yes, I can!*

	when you were seven	now
make a cake	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
use a computer		
speak English		
write a story		
roller skate		



**10 Tell your classmates about your partner.**

*Ted can make a cake now but he couldn't ...*

**Fun Time**

**1 Read and answer.**



When I was going to St Ives  
I met three men with their wives.  
Each wife had three children.  
Each child had three cats.  
And each cat had three kittens.  
Kittens, cats, children, men, wives,  
How many were going to St Ives?



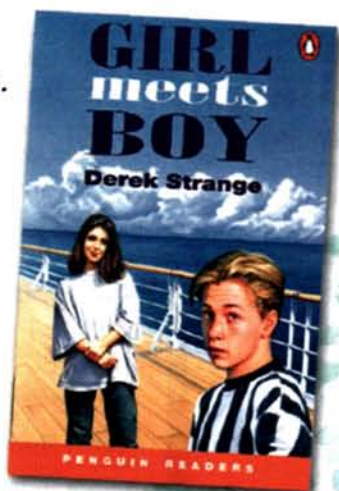


# Reading Corner

## 1 Look at the cover and tick.

I think the story is ...

- a a ghost story. ☐
- b a love story. ☐
- c a detective story. ☐



## Reading

## 2 Answer the questions. Then read and check your answers.

- 1 Who are the girl and boy in the story?
- 2 Where did they meet?

Donna, her sister – Louise, and their parents are travelling to Spain by boat. Mark and his twin brother, Dave, with some friends are on the boat too. They are on a school trip. On the first day they are all looking at the sea. Mark and Donna's eyes meet and they smile. Mark wants to speak to Donna but he is shy. Donna wants to meet Mark at the disco that night.



## 3 Read.

In the evening my sister and I went to the disco together. We had a cola and listened to the music and watched the dancers. But he wasn't there.

Then suddenly a tall boy in a black and white shirt came in – it was him! He was with a friend. They stopped and looked slowly at all the people in the disco. It was dark in the room and he stood and looked for a long time.

Then he saw me and he smiled a big, friendly smile. I wanted to stand up and sing and dance ... dance with him. He came across the room and stopped near our table ... and asked me to dance!

Suddenly he wasn't shy with me. We danced together for a long time after that. But then I looked up and there was a second tall boy in a blue and white shirt at

the door of the disco, with the same eyes and the same mouth and nearly the same hair.

But the boy near the door had that nice, quiet, shy face – not a big, open, friendly smile. Suddenly I knew: this was his brother with me on the dance floor, not *him*! I was with the wrong brother!

from *Girl Meets Boy* by Derek Strange

## 4 Correct the sentences.

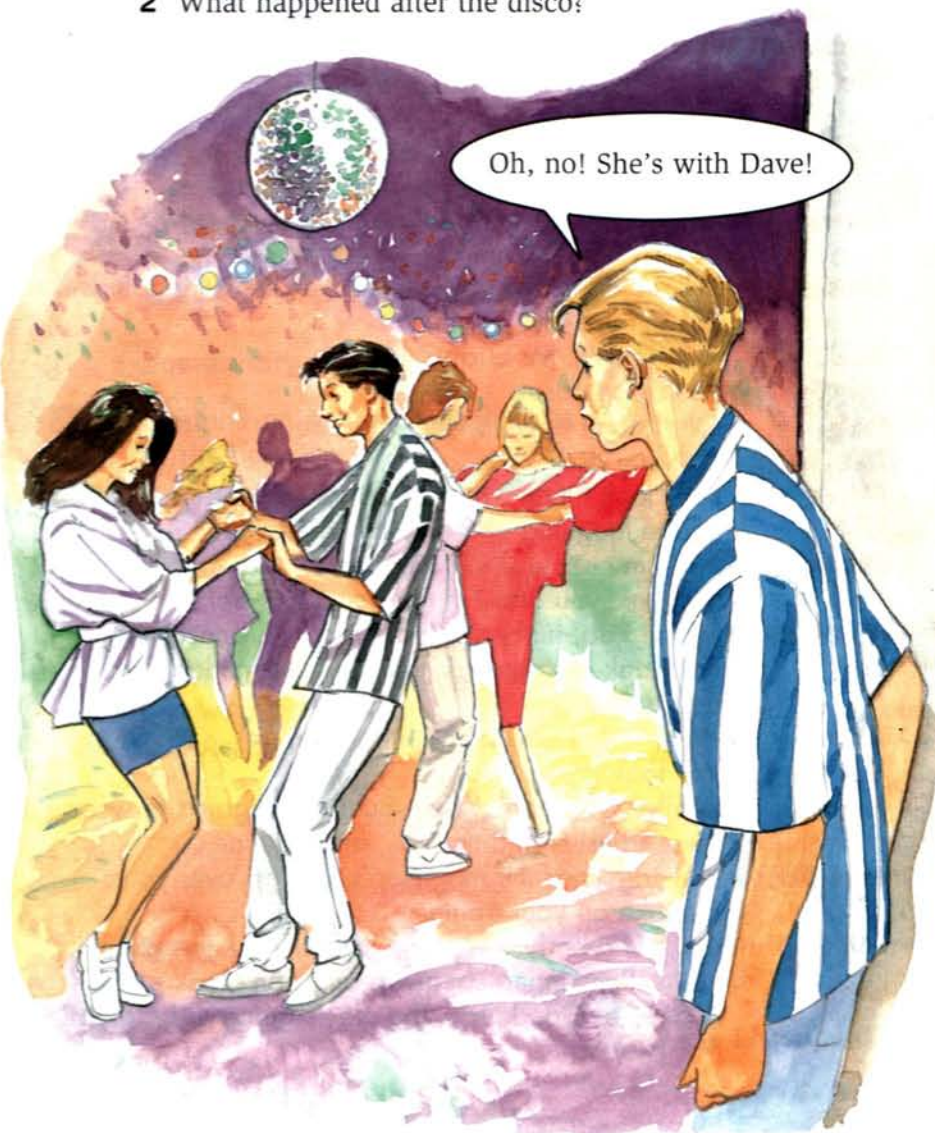
- 1 Donna went to the disco alone.  
*Donna went to the disco with her sister.*
- 2 Donna saw a boy in a black and blue shirt.
- 3 The boy was shy.
- 4 Donna didn't want to dance with the boy.
- 5 The boy in a blue and white shirt had a big, friendly smile.
- 6 Donna was with the right boy.



## Listening

**5** Listen to Mark and answer the questions.

- 1 What happened at the disco?
- 2 What happened after the disco?



**6** Listen again. Tick ✓ true. Cross ✗ false.

- 1 Dave saw Mark on the dance floor with Donna. ☒
- 2 Mark got up early in the morning. ☐
- 3 Dave had coffee in the café. ☐
- 4 Donna came to the café. ☐
- 5 Mark went to meet Dave and Nick at eight o'clock. ☐
- 6 Mark didn't see Donna on the ship again. ☐

## Speaking

**7** Who says what? Match the sentences with the faces.

a

Donna

b

Louise

c

Mark

d

Dave

- 1 I'll always remember the first time I saw him. ☐
- 2 Mmm. She's nice. And she's smiling at me. ☐
- 3 I think he wants to meet you. ☐
- 4 Hey, man! Things will be all right. ☐
- 5 Oh, no! She's dancing with my brother! ☐
- 6 Oh, no! I'm with the wrong brother! ☐

**8** Give advice and offer suggestions to Donna and Mark. Then compare your ideas.

*Mark, why don't you write to Donna?*

*Donna, you should forget about Mark.*

## Writing

**9** Write the ending of the story in one paragraph.

*At the end of the story, Donna ...*



## Presentation

## 2 Listen and read.

**1** Listen and read. Then answer the question.

*When do pupils usually perform plays for their parents?*

In England parents often go to their children's schools to see their work. Sometimes the schools have exhibitions of the pupils' art or project work. Many schools have a school choir and an orchestra and they hold concerts. Plays at the end of the school year are also very popular. Some of the parents help the teachers with these activities.

- Mr Grant** Thanks for helping us, Mrs Rossi.  
**Mrs Rossi** That's all right! Lots of parents helped with the play, didn't they?  
**Mr Grant** Yes, they did. Three mums made these wonderful Chinese costumes.  
**Mrs Rossi** Yes, they're great. Rob looks fine in his now, doesn't he?  
**Mr Grant** Yes, he does. But you've forgotten something, Rob, haven't you?  
**Rob** What's that, Mr Grant?  
**Mr Grant** Your false nose!  
**Rob** Oh, I don't have to wear that, do I?  
**Mr Grant** Yes, you do.  
**Mark** He'll look funny with that nose, won't he?  
**Rob** You're laughing at me, Mark, aren't you?  
**Mark** No, I'm not.  
**Rob** Oh, yes, you are! I'm not going to wear it.  
**Mrs Rossi** Please Rob, hurry up and put on your nose and hat! Look in the mirror. Now, you don't look funny, do you?  
**Rob** Well, ... I'm OK, aren't I?  
**Kim** You look great, Rob!  
**Rob** Really? Oh, thanks, Kim. But I'm not going to wear these trousers and trainers, am I, Mum?  
**Mrs Rossi** You can wear the magician's trousers over yours but take off your trainers.  
**Mr Grant** OK, everybody. I'm going to switch on the stage lights. Remember, speak up and don't look at the audience. Good luck! The play's going to be great!







## Comprehension

### 3 Circle the correct answer.

- 1 Lots of parents / children helped with the play.
- 2 Rob is going to wear a funny hat / nose.
- 3 Mark / Kim is laughing at Rob.
- 4 Mrs Rossi is Rob's teacher / mum.
- 5 Rob can / can't wear his trousers under the magician's trousers.
- 6 Mrs Rossi / Mr Grant is going to switch on the stage lights.

## Vocabulary

### 4 Complete. Use the phrasal verbs in the box.

speak up   look in   take off  
 put on   switch on   hurry up

- 1 It's very dark in here. Could you switch on the lights?
- 2 After the play the children can ..... their costumes.
- 3 The audience can't hear you, please ..... !
- 4 Rob didn't want to ..... his false nose.
- 5 We're late. Please ..... !
- 6 ..... the mirror. You look funny!

#### Question tags

We use a negative question tag with a positive statement:

Rob looks fine, doesn't he?  
 You've forgotten something, haven't you?  
 You're laughing at me, aren't you?

We use a positive question tag with a negative statement:

I don't have to wear that, do I?  
 You don't look funny, do you?  
 I'm not going to wear these trousers, am I?

**BE CAREFUL**

I'm OK, aren't I?

## Practice

### 5 Circle the correct question tags.

- 1 Rob doesn't like his costume, ...  
a didn't he?   b does he?   c did he?
- 2 It was a great play, ...  
a wasn't it?   b isn't it?   c is it?
- 3 Mrs Rossi helped with the play, ...  
a did she?   b isn't she?   c didn't she?
- 4 You aren't Chinese, ...  
a are you?   b aren't you?   c were you?
- 5 I am a very good friend, ...  
a am I?   b am I not?   c aren't I?
- 6 We've got nice costumes, ...  
a have we?   b haven't they?   c haven't we?

### 6 Complete. Use the right question tags.

- 1 Mrs Rossi isn't a teacher, is she ?
- 2 Mark was laughing at Rob, ..... ?
- 3 Rob can wear the magician's trousers over his trousers, ..... ?
- 4 The children should speak up, ..... ?
- 5 Mrs Rossi has seen the play, ..... ?

### 7 Make questions. Then ask and answer.

Mark is the magician in the play, isn't he?

No, he isn't.

- 1 Mark / be / the magician / in the play, isn't he?
- 2 Rob / wear / a hat in the play, won't he?
- 3 The children / put on / their costumes yet, have they?
- 4 The children / wear / Chinese / costumes, aren't they?
- 5 The parents / go to watch / the play, aren't they?



### 8 Listen and complete the invitation.

## The Tree

by Class 1 7b

on <sup>2</sup> ..... at <sup>3</sup> .....

A bad <sup>4</sup> ..... is in love with a beautiful princess. He wants to marry her but she loves a <sup>5</sup> ..... boy from her town. The magician takes the princess to a secret <sup>6</sup> ..... but the boy finds a magic <sup>7</sup> .....

### 9 Make an invitation for an event at your school.

- 1 Think of an event - concert, play etc.
- 2 Write about the time and date of the event.
- 3 Describe what is going to happen at the event.



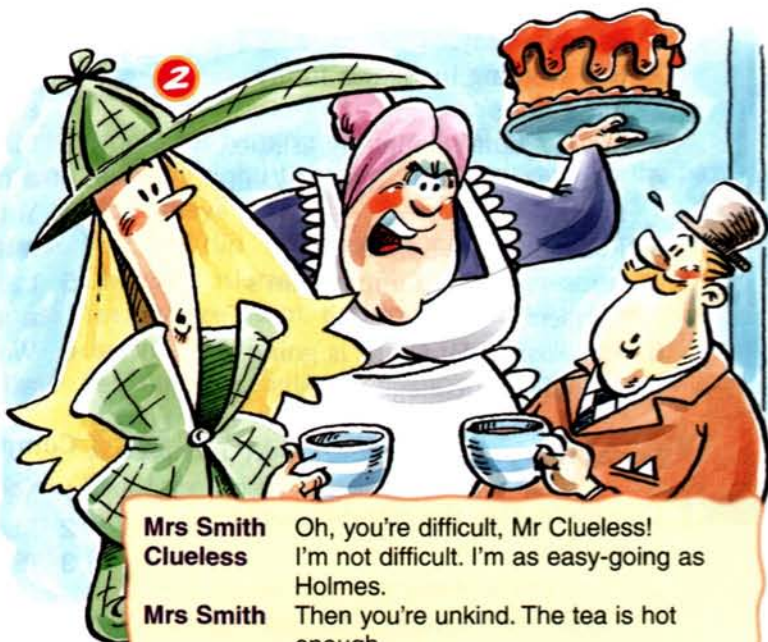


## Presentation

1 Listen and read.



**Mrs Smith** Here's your favourite chocolate cake and some tea.  
**Holmes** Thank you very much. You're very kind.  
**Clueless** I'm sorry, Mrs Smith, but the tea isn't hot enough for me.



**Mrs Smith** Oh, you're difficult, Mr Clueless!  
**Clueless** I'm not difficult. I'm as easy-going as Holmes.  
**Mrs Smith** Then you're unkind. The tea is hot enough.  
**Holmes** You're right, Mrs Smith. It is hot enough but it's too strong.



**Clueless** Too strong?! You're rude, Holmes! Why don't you put more milk in your tea? And you're wrong, Holmes. This tea is too weak.  
**Holmes** Oh, now you aren't polite, Clueless. And you're very bad-tempered too.  
**Clueless** I'm not as bad-tempered as you. I'm very good-tempered, aren't I, Mrs Smith?



**Mrs Smith** Oh, stop that! You're both very bad-tempered and rude today. You're not going to have any chocolate cake now.  
**Holmes** Oh, we're sorry, Mrs Smith.  
**Clueless** Please can we have some cake?  
**Mrs Smith** All right!



**Holmes** The cake is delicious, Mrs Smith but it's too sweet.  
**Clueless** Oh, I don't think it is sweet enough and ...



**Holmes and Clueless** Oh, what are you doing, Mrs Smith?





## Comprehension

### 2 Answer the questions.

- 1 What's the detectives' favourite cake?
- 2 What are the two detectives drinking?
- 3 Whose tea is too hot?
- 4 Whose tea is too strong?
- 5 What should Holmes put in her tea?
- 6 Who doesn't like weak tea?

### Vocabulary

### 3 Match the opposites.

- |                |                                     |                 |
|----------------|-------------------------------------|-----------------|
| 1 bad-tempered | <input checked="" type="checkbox"/> | a kind          |
| 2 difficult    | <input type="checkbox"/>            | b polite        |
| 3 unkind       | <input type="checkbox"/>            | c easy-going    |
| 4 rude         | <input type="checkbox"/>            | d good-tempered |

### too, enough

The tea is **hot enough**.  
 The tea isn't **hot enough**.  
 The tea is **too weak** for me.

## Practice

### 4 Complete. Use *too* or *enough*.

- 1 Can I have some sugar? This tea isn't sweet enough. (sweet)
- 2 I can't drink this tea. It's ..... (hot)
- 3 Clueless didn't like his tea. It was ..... for him. (weak)
- 4 We need a new housekeeper. Mrs Smith's tea isn't ..... (good)
- 5 I don't like this cake. It's ..... for me. (dry)
- 6 This tea isn't ..... for me. (strong)

### 5 Describe Clueless's clothes. Use *too* and *enough*.

His hat isn't big enough for him.

His shoes are ...



as + adjective + as  
 not as + adjective + as

I'm **as easy-going** as Holmes.  
 I'm **not as bad-tempered** as you.

### 6 Rewrite the sentences. Use *not as ... as*.

- 1 Holmes is taller than Mrs Smith.  
 Mrs Smith is not as tall as Holmes.
- 2 Holmes is more bad-tempered than Clueless.  
 Clueless is ..... Holmes.
- 3 Coffee is nice but tea is nicer.  
 Coffee is ..... tea.
- 4 Orange cake is sweet but chocolate cake is sweeter.  
 Orange cake is ..... chocolate cake.
- 5 Holmes is thinner than Clueless.  
 Clueless is ..... Holmes.



### 7 Compare Mrs Smith, Holmes and Clueless.

I think Holmes is very bad-tempered.

I think the detectives are as bad-tempered as Mrs Smith.



### 8 Write about Mrs Smith, Holmes and Clueless.

Mrs Smith is nice but sometimes she's bad-tempered ...





## editors' letter

Today you can read about problems in different countries. In many countries the population is getting bigger. We have an interview with John Caruso, an expert on the population explosion. This is a problem in India. India has other problems too. Raj from India has written about them for us.

*Ally and Alex*

## Presentation

2 Listen and read.

## Problems in India

by Raj

1 .....

My country, India, has many beautiful temples, palaces and other historic buildings. It has modern cities with sports stadiums and shopping centres too. But, like many countries, it also has problems.

2 .....

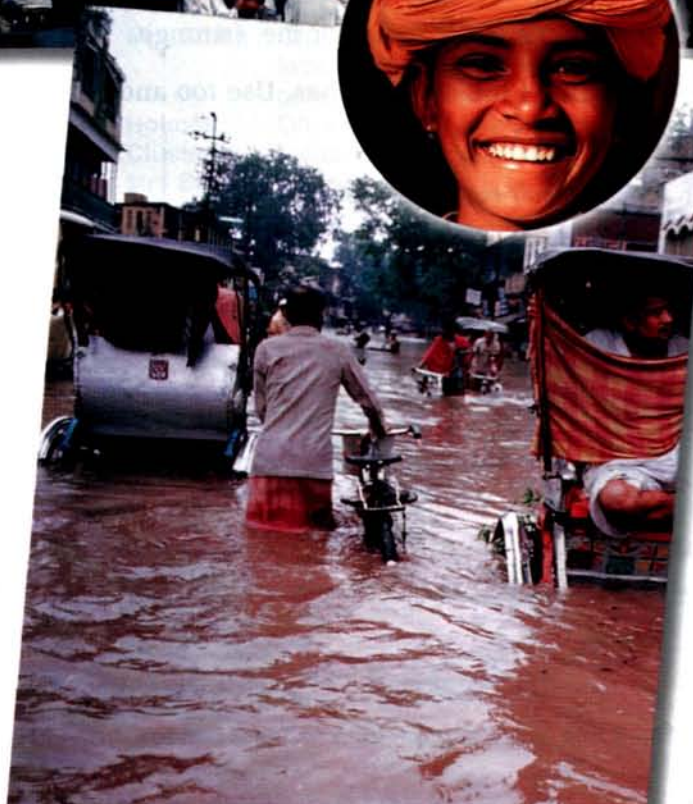
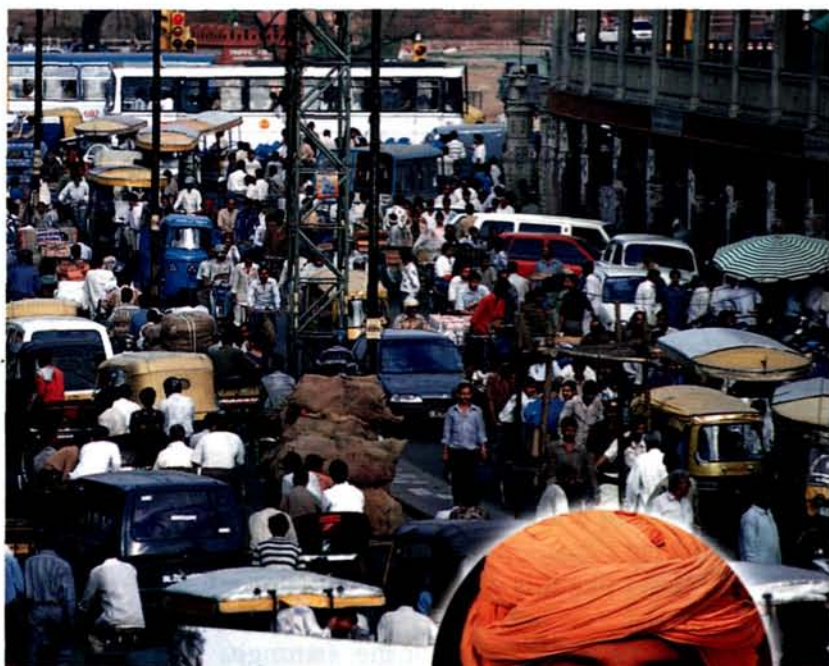
There are too many people in the cities. People go to the cities to find work but then there aren't enough houses for them. There are also too many cars on the streets and the pollution is terrible.

3 .....

There are problems in the countryside too. Most people in India live in small villages and work as farmers. They have a hard life because of the difficult climate. Sometimes there isn't enough rain and there is a drought. Then there isn't enough water for the crops. At other times there are floods and then there is too much water.

4 .....

There are other problems too. Some places don't have enough hospitals and schools. I live in a village and we're lucky. We've got a hospital and a very good school. We've also got a computer at my school and I'm using the Internet to send you my article.







## Comprehension

### 3 Tick ✓ the problems in India.

- 1 There is a lot of traffic in the cities. ☒
- 2 Pollution is terrible in the cities. ☐
- 3 There are lots of historic buildings. ☐
- 4 People go to the villages to work. ☐
- 5 There are often droughts and floods. ☐
- 6 There aren't schools in some villages. ☐

### Reading skills: titles

Always read the title of a text. The title gives you an idea what the text is about. Then you can understand the text better.

### 4 Match the titles and the paragraphs in Exercise 2.

- a Weather changes
- b The old and the new
- c A lucky village
- d City problems

### Vocabulary

### 5 Write the words in the correct column.

traffic drought pollution rain  
crop flood city water weather  
village climate

countable	uncountable
crop	traffic

### too much, too many

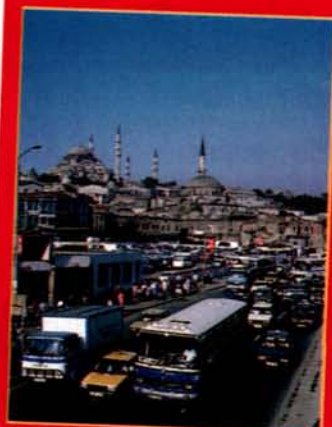
There is **too much** water. (uncountable)  
There are **too many** cars on the streets. (countable)

### not enough

There isn't **enough** rain. (uncountable)  
There aren't **enough** houses. (countable)

## Practice

### 6 Complete. Use *too much*, *too many* or *not enough*.



### Life in Istanbul

I love living in Istanbul. It is a beautiful city but there are <sup>1</sup> *too many* people living there. There is <sup>2</sup> work for them. There is <sup>3</sup> traffic and pollution. Also there are <sup>4</sup> parks and children often have to play in the streets.

*Aylin from Turkey*



### TOURISM ON A GREEK ISLAND

Lots of tourists visit the island of Spetsai in Greece. Some people say there are <sup>5</sup> tourists and that tourism is bad for our island. But, I think there are <sup>6</sup> hotels for the tourists. We need tourism because there is <sup>7</sup> work for people here. <sup>8</sup> people leave this island to find work in big towns.

*Fotini from Greece*

### 7 Listen to an interview with John Caruso. Tick ✓ true. Cross ✗ false.

- 1 The number of people on Earth is getting bigger. ☒
- 2 A hundred years ago there were one billion people on Earth. ☐
- 3 The USA has got too much food. ☐
- 4 The population of India is one million. ☐
- 5 India has got enough food for the people. ☐

### 8 Write about problems in your town and country. Look at Exercise 2 for ideas.

I'm from ... It's a beautiful country but, like many other countries, it also has problems.



## Voyage to the Unknown 2

### 1 Remember the story! Ask and answer.

- 1 When did the *Mayflower* leave for America?
- 2 Why did the Pilgrims want to leave England?
- 3 Who were Lizzie and John?
- 4 How did John fall into the sea?

### Presentation

### 2 Listen and read.

**T**he ship rolled dangerously from side to side. The waves were huge.

John's head disappeared under the water. Lizzie screamed. Some sailors ran quickly to the side of the ship and threw a rope into the sea. Lizzie stared at the sea but she couldn't see John anywhere. Then suddenly John's head appeared above the water. He was holding the rope.

Lizzie was crying when they pulled John onto the ship. They put him carefully on the deck and a sailor hit John hard on the back. John coughed up water and opened his eyes. He saw Lizzie and smiled weakly.

'Please don't cry,' he said.

John was soon well again and Lizzie often met him late at night under the stars.

One day, Lizzie was walking on the deck early in the morning when she saw land. It was America – the New World! 'My new home!' she thought happily. Then suddenly she felt sad because it was also time for John to return to England on the *Mayflower*.

'I'm sure it's a wonderful country for a family,' said a voice behind her. It was John.

'Please marry me, Lizzie,' he said softly. Lizzie looked at him and smiled. 'Of course,' she answered. They turned and looked happily at their future country.





## Comprehension

## 5 Read and circle the correct words.

### 3 Tick ✓ true. Cross ✗ false.

- 1 Lizzie screamed when John's head disappeared under the water. ☒
- 2 Lizzie threw a rope into the sea. ☐
- 3 John and Lizzie sometimes met at night. ☐
- 4 The New World was America. ☐
- 5 Lizzie felt sad when she first saw the land. ☐
- 6 Lizzie agreed to marry John. ☐

#### Adverbs of manner

##### adjective    adverb

quick	quickly
careful	carefully
happy	happily

They put him **carefully** on the deck.

They looked **happily** at their future country.

### BE CAREFUL

adjective	adverb
good	well
hard	hard
early	early
late	late

## Practice

### 4 Complete. Make adverbs from the adjectives in brackets.

- 1 The waves hit the ship *dangerously*. (DANGEROUS)
- 2 The storm started ..... in the morning. (LATE)
- 3 John held the rope ..... (CAREFUL)
- 4 John couldn't swim ..... (GOOD)
- 5 The sailors pulled John ..... from the sea. (QUICK)
- 6 The sailors worked ..... on the ship. (HARD)
- 7 Every morning Lizzie got up ..... (EARLY)
- 8 Lizzie and John talked together ..... (HAPPY)

10th September, 1621

We arrived in America last year after a very <sup>1</sup> dangerous / *dangerously* storm. At first it was very cold and it snowed <sup>2</sup> *heavy* / *heavily*. We lived on the ship and many people died. At the end of the winter we were only fifty-two Pilgrims.

On December 25th we started to build our first house. We finished it <sup>3</sup> *quick* / *quickly* and now we all have houses. I married John Parker, the sailor on the *Mayflower*. Our life isn't <sup>4</sup> *easy* / *easily* but we are very <sup>5</sup> *happy* / *happily*.

We eat very <sup>6</sup> *good* / *well* in America. The fruit and vegetables are very different from those in England. The Indians have taught us to grow and cook them.

Today we are having a big dinner. Many Indians are going to eat with us. The Indians have helped us a lot and we live <sup>7</sup> *peaceful* / *peacefully* with them. This dinner will be called 'thanksgiving' to thank the Indians for their help and because we arrived <sup>8</sup> *safe* / *safely* in America.

### 6 Read Exercise 5 again and answer the questions.

- 1 How many Pilgrims were there at the end of the winter?
- 2 When did the Pilgrims start to build their first house?
- 3 What did the Indians teach the Pilgrims?
- 4 Why did the Pilgrims have a 'thanksgiving' dinner?

### 7 You were a passenger on the *Mayflower*. Write your story about the journey to America and what happened to you when you arrived.

#### paragraph 1

Who are you? Why were you on the ship? Who were the passengers?

#### paragraph 2

What happened to you on the voyage? Where did you arrive?

#### paragraph 3

Are you happy in America? Do you want to return to England?





# Revision 8

## Vocabulary

### 1 Complete. Use the right prepositions.

- 1 Speak up, I can't hear you.
- 2 I took ..... my jacket because I was very hot.
- 3 It's very dark in here. Switch ..... the lights.
- 4 Hurry .....! We mustn't be late.
- 5 Put ..... your coat. It's cold.
- 6 That hat is nice on you. Look ..... the mirror.

### 2 Put the adjectives in the correct groups.

delicious unkind hard bad-tempered polite  
wonderful rude easy-going difficult kind  
good-tempered terrible



delicious



unkind

## Dictionary skills:

### identifying parts of speech

Your dictionary tells you if:

- 1 the word is a verb, noun, adjective, adverb or preposition.
- 2 the noun is countable or uncountable.

play <sup>1</sup>/pleɪ/ verb

play <sup>2</sup>noun

huge /hjuːdʒ/ adjective

traffic /'træfɪk/ noun (no plural)

slowly /'sləʊli/ adverb

at /ət; strɒŋ æt/ preposition

### 3 Use your dictionary and write noun, verb, adjective, preposition, no plural.

- 1 disappear verb
- 2 information .....
- 3 exhibition .....
- 4 delicious .....
- 5 in .....

## Pronunciation



### 4 Say. Then listen and check.

/ɪ/ sing  
/sɪŋ/ strong  
/strɒŋ/

### 5 Circle the odd word out.

1 /'mɔːnɪŋ/ /'juːʒəli/  
/'iːvniŋ/ /,ɑːftə'nuːn/

2 /kɪŋ/ /kwɪn/  
/prɪns/ /mæ'dʒɪʃən/

3 /'vedʒtəblz/ /fɒp/  
/miːt/ /bred/

4 /'tiːfə/ /'mʌðə/  
/'ʌŋkl/ /'brʌðə/

5 /hæt/ /sɒks/  
/θɪŋ/ /ʒɜːt/

## Grammar



### 6 Complete. Use the right question tags. Then ask and answer with a partner.

You've got a sister, haven't you?

Yes, I have. / No, I haven't.

- 1 You've got a sister, haven't you?
- 2 Your father's got a car, .....?
- 3 Your mother doesn't work, .....?
- 4 You're happy today, .....?
- 5 You like chocolate, .....?
- 6 You won't watch television tonight, .....?
- 7 You did your homework last night, .....?
- 8 You've been to England, .....?
- 9 They were playing tennis at ten, .....?
- 10 I should cut my hair, .....?



## 7 Complete. Use *too* or *enough*.

- 1 - You shouldn't swim in the sea in the winter. It's 1 too cold (cold)
- Oh, it's 2 ..... for me! (warm)
- 2 - She can't wear those shoes. They aren't 3 ..... (big)
- You're right. They're 4 ..... for her. (small)
- 3 - I think that jacket is 5 ..... for you. (short)
- No, it's 6 ..... (long)

## 8 Make sentences about the picture. Use *too much*, *too many* or *not enough*.

There aren't enough supermarkets in this town.



- |                       |                    |
|-----------------------|--------------------|
| 1 supermarkets / town | 4 people / bus     |
| 2 traffic / town      | 5 tourists / hotel |
| 3 trees / street      | 6 pollution / town |

## 9 Make adverbs from the adjectives.

1 quick	quickly
2 happy	
3 early	
4 angry	
5 careful	
6 good	
7 dangerous	
8 late	

## 10 Complete. Use the words in Exercise 9.

Dear Sally,

Thank you for your letter.

Yes, I'm very 1 happy in my new school because we have tennis lessons. I can play tennis very 2 ..... now. But the school is a long way away from our new house. I have to get up very 3 ..... and catch the school bus.

There is a lot of traffic and the road is very 4 ..... but our bus driver drives very 5 .....

Yesterday a dog ran in front of the bus. The driver stopped the bus 6 ..... The dog was OK but a car went into the back of our bus. The driver of the car shouted 7 ..... at our driver and telephoned the police.

A police officer came and he talked to the two drivers and made notes. It took a long time and we got to school very 8 .....

Please write soon!

Lots of love

Andrea

## Fun Time

- 1 Student A, ask Student B questions for one minute. Use question tags.
- 2 Student B, answer Student A's questions. You mustn't say 'yes' or 'no' and you mustn't use body language to answer.

Your name is Mary, isn't it?

My name isn't Mary.

You're in Class 4, aren't you?

I'm in Class 6.

You've got a sister, haven't you?

No, I ...

Ah! You said 'No!' I won!





# Culture Corner

## Australia



### Reading

**1** Read. Match the titles and the paragraphs.

- a Australia for tourists
- b The language of Australia
- c Life on the coast
- d The first Australians

**1** d

The native people in Australia were the Aborigines. Some people think the Aborigines were the first people in the world! In the past the Aborigines didn't live in one place. They travelled around the Australian continent to find food and water and they hunted with boomerangs.

**2**

The first British people went to Australia about three hundred years ago. Many other British immigrants followed them. After 1950 people from other parts of the world went to live in Australia too. Now English is the official language of all Australians – but they speak it with an Australian accent.

**3**

Most of the big towns in Australia are on the coast because there is a desert in the middle of the country. Many Australians enjoy swimming, surfing and other sea sports but they have to be very careful because sometimes sharks appear near the beaches!

**4**

Australia is very popular with tourists. There is a lot to see and do, for example you can visit the famous Sydney Opera House or go on a tour of the desert. Two very popular tourist attractions are Ayers Rock, a holy place for the Aborigines and the Great Barrier Reef, with its amazing underwater life. A lot of interesting animals live in Australia too. All tourists want to see a koala or a kangaroo. The only problem for tourists in Australia is too much sun!





## Listening

- 2** Listen and number the pictures. There is one extra picture. Then listen and check.



a

honey possum



b

kangaroo



c

platypus



d

koala



e

cassowary

## Reading

- 3** Do the quiz. Circle the correct answer.

- The ..... sleeps 20 hours a day.  
a cassowary    b koala    c kangaroo
- The ..... is a bird but it can't fly.  
a cassowary    b platypus    c honey possum
- The ..... comes from an egg but it isn't a bird.  
a kangaroo    b honey possum    c platypus
- The ..... tail is longer than its body.  
a honey possum's    b kangaroo's    c platypus's
- The ..... can carry babies in the pocket on its body.  
a platypus    b cassowary    c koala

1b 2a 3c 4a 5c

*I usually keep my money in my pocket.*



## Speaking

- 4** Plan your summer holiday in Australia.

- Decide where you want to go and what you want to see.
- Talk to the class about your plan.
- Choose the best plan.

*First we should see ...*

## Writing

- 5** Write a paragraph about what tourists can see or do in your country. Look at Exercise 1 for ideas.

*In my country ...*

## Project

- Draw or cut out from magazines pictures of wild animals in your country.
- Write about the animals in the pictures. Look at Exercises 2 and 3 for ideas.
- Put the pictures and the texts on a poster.
- Make a classroom display of your work.

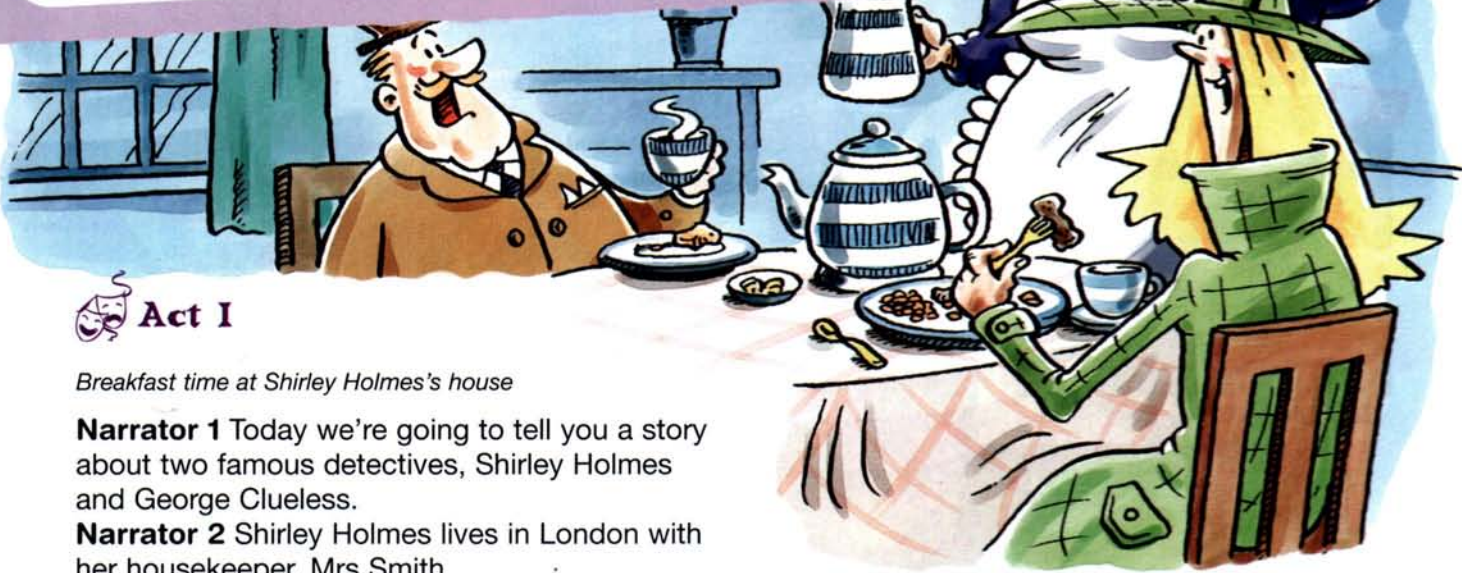


# The Missing Skeleton

 A play to act

## People in the play

Shirley Holmes   George Clueless   Mrs Smith  
Children from Class 7a: Rosie, Sandy, Jim, Ken, Tom and Mary  
Children from Class 7b: Billy (Mrs Smith's grandson), Boy 1,  
Girl 1, Girl 2, Mr Green (the Biology teacher)  
Three narrators



## Act I

*Breakfast time at Shirley Holmes's house*

**Narrator 1** Today we're going to tell you a story about two famous detectives, Shirley Holmes and George Clueless.

**Narrator 2** Shirley Holmes lives in London with her housekeeper, Mrs Smith.

**Narrator 3** Today Clueless is having breakfast with Holmes.

*The detectives and Mrs Smith turn to the audience and sing.*

<b>Clueless</b>	<i>I'm Clueless.</i>	
<b>Holmes</b>	<i>I'm Holmes.</i>	}x2
<b>Clueless</b>	<i>We're detectives.</i>	
<b>and Holmes</b>	<i>Yes, we are.</i>	
<b>Mrs Smith</b>	<i>And I'm Mrs Smith.</i>	
	<i>I'm the housekeeper.</i>	}x2
<b>Clueless</b>	<i>I'm Clueless.</i>	
<b>Holmes</b>	<i>I'm Holmes ...</i>	}x2
<b>Clueless</b>	<i>We're the stars.</i>	
<b>and Holmes</b>	<i>We're the stars.</i>	
	<i>When there's a robbery</i>	
	<i>What do we do?</i>	
	<i>What do we do?</i>	
	<i>We look for clues.</i>	}x2
<b>Clueless</b>	<i>I'm Clueless.</i>	
<b>Holmes</b>	<i>I'm Holmes ...</i>	}x2
<b>Mrs Smith</b>	<i>I cook and wash</i>	
	<i>And sometimes clean the shoes.</i>	}x2
<b>Clueless</b>	<i>I'm Clueless.</i>	
<b>Holmes</b>	<i>I'm Holmes ...</i>	}x2
<b>Mrs Smith</b>	<i>And I'm Mrs Smith.</i>	
	<i>I'm the housekeeper.</i>	
	<i>They're the stars.</i>	}x2

**Mrs Smith** Here's your tea, Ms Holmes and Mr Clueless.

**Holmes** Oh, dear, this tea isn't sweet enough for me, Mrs Smith.

**Clueless** You're right, Holmes, it isn't very sweet. And it's too hot.

**Mrs Smith** (*angrily*) Then you need some milk and sugar!

*Mrs Smith pours milk and sugar (pieces of paper) over the two detectives.*

**Holmes** Mrs Smith needs glasses.

**Clueless** Why do you think that?

**Holmes** Well, she poured the milk and sugar on us and not in the cups.

**Clueless** You're a brilliant detective!

*Someone knocks at the door.*

**Mrs Smith** There's somebody at our door!

**Clueless** Why don't we open the door?

**Holmes** A clever suggestion, Clueless!

*Mrs Smith opens the door. Rosie, Jim and Sandy walk into the room.*

**Rosie** Hello, Auntie Shirley!

**Clueless** Who is Auntie Shirley?





*Rosie walks over and kisses Holmes.*

**Holmes** That's me, Clueless!

**Clueless** Then this girl is your niece.

**Holmes** Oh, you're a clever detective, Clueless, aren't you?

**Rosie** You must help us. Our class has got a big problem with Froggy Green.

**Clueless** Froggy Green?

**Jim** Oh, we mean Mr Green, our Biology teacher.

**Holmes** What's the problem with Mr Green, Rosie?

**Rosie** Froggy ... Sorry! Mr Green has got a skeleton in his cupboard in the Biology classroom.

**Sandy** Yesterday in our lesson he opened the cupboard and the skeleton wasn't there.

**Rosie** We laughed because Mr Green often loses and forgets things.

**Jim** Mr Green thinks children from our class, Class 7a, took it, but we didn't take it. Mr Green says we can't go on the school trip next week.

**Sandy** We have to find the skeleton and then we can go on the school trip!

**Children** Please help us!

**Holmes** Don't worry. You will have the skeleton tomorrow.

**Children** (with surprise) Tomorrow?!

**Clueless** Of course, we're the best

detectives in the world. We're the stars!

*The children leave the stage. Holmes and Clueless start singing.*

<b>Clueless</b>	I'm Clueless.
<b>Holmes</b>	I'm Holmes.
<b>Clueless and Holmes</b>	We're detectives.
	Yes, we are ...etc.

*Holmes and Clueless leave the stage. There's a knock at the door. Her grandson, Billy, walks in.*

**Billy** Hi grandma! (he kisses her on the cheek). Here's an invitation for you.

**Mrs Smith** An invitation?

**Billy** Yes, it's an invitation to a play by my class. It's tonight at the school hall.

**Mrs Smith** Oh, thank you! Are you in the play?

**Billy** Of course I am! You have to see it. There's a real skeleton in the play!

**Mrs Smith** A real skeleton? (she smiles) Yes, you're right – I have to see it. Can Ms Holmes and Mr Clueless come too?

**Billy** Of course they can! See you tonight grandma!

*He kisses her again and runs out of the room. Mrs Smith opens the invitation and reads to herself.*

**Mrs Smith** *The Mystery Box* by Class 7b. ...

The detectives have to see it! They have to find the skeleton by tomorrow, don't they?



## Act II

*In Mr Green's Biology classroom*

**Narrator 1** The two detectives went to the school to look for the skeleton.

**Narrator 2** They went to see Mr Green in his Biology classroom.

*The narrators leave the stage.*



*There is a knock at the door.*

**Mr Green** Come in!

**Holmes** Hello, Mr Green. I'm Shirley Holmes. I'm a famous detective and this is George Clueless.

**Mr Green** Have I met you before? I can't remember ...

**Clueless** No, but we've come here to find the missing skeleton.

*Clueless looks at the jars and bottles on the table. He picks up one jar.*

**Clueless** These are interesting! What's in here?

*Clueless opens the jar. There is a loud buzzing noise.*

**Mr Green** (shouting) Oh, it's a Big Buzz. It's an



insect from Africa. Quick, catch it!

*Mr Green, Clueless and Holmes dive under the table, then run around the room as if they are chasing an insect. All the time there is the buzzing noise. Then they all look at the window.*

**Mr Green** Oh, dear, it has gone out of the window. It was my last Big Buzz. I've lost ten of them now.

**Holmes** Oh, we're sorry but please tell us about the missing skeleton.

**Mr Green** I saw the skeleton in the cupboard before the morning break. Then after the break the skeleton wasn't there.

**Holmes** Then somebody took it at break time.

**Clueless** *(to the audience)* What an amazing detective!

**Mr Green** I think the children from Class 7a took it. They like playing jokes on me.

**Holmes** Could we talk to the pupils in Class 7a, please?

**Mr Green** *(goes to the door)* Yes, of course. Come inside, please!

*Ken, Tom and Mary walk into the room.*

**Clueless** And your names are ...?

**Ken** *(pointing at himself, then at Tom and Mary)* Ken, Tom and Mary.

**Clueless** What were you doing yesterday in the morning break, Ken?

**Ken** I wasn't doing anything.

**Holmes** Tom, what were you doing yesterday in the morning break?

**Tom** I was doing nothing with Ken.

**Holmes** What were you doing in the morning break, Mary?

**Mary** I was with Ken and Tom ...

**Holmes** ... doing nothing! Clueless, this is the most difficult investigation we have ever had!

*Narrators walk onto the stage.*

**Narrator 1** Holmes and Clueless talked to all the children ...

**Narrator 2** Then they talked to all the teachers ...

**Narrator 3** And finally they looked around the school to find the clues ...

*singing*

**Mr Green**

My skeleton is missing.

**Clueless and Holmes**

What can we do?  
We want to find it, Mr Green.  
But we haven't got a clue!

**Children and Mr Green**

You have to find the skeleton.  
Where have you been?

**Clueless**

We're looking for it everywhere.  
But it's nowhere, Mr Green!

**Holmes**

We must find the skeleton.

**Clueless**

What can we do?

**Children**

You must find it by tomorrow.

**Holmes and Clueless**

But we haven't got a clue!

### Act III

*In the school hall*



**Narrator 1** Holmes, Clueless, Mrs Smith and Rosie have come to see a play at the school.

**Narrator 2** It is a play by Class 7b.

**Narrator 3** Mrs Smith's grandson is in Class 7b and he's in the play.

*Mrs Smith, Holmes, Clueless and Rosie come onto the stage.*



**Mrs Smith** I'm so happy. We're going to see my grandson in this play.

**Holmes** Yes, thank you for the invitation. But I'm very worried. We haven't found the skeleton yet.

**Mrs Smith** You shouldn't worry, Ms Holmes. You and Mr Clueless are wonderful detectives. I know you'll find it very, very soon. Now just watch the play carefully.

*Mrs Smith, Holmes, Clueless and Rosie leave the stage and sit in the audience. Billy comes onto the stage.*

**Billy** *The Mystery Box* by Class 7b.

*Boy 1, Girl 1 and Girl 2 come onto the stage.*

**Boy 1** Look at the box! It's very strange.

**Girl 1** Let's open it.

**Girl 2** I'm scared.

**Boy 1** Don't be silly! I'm going to open it.

*(He opens the box a little and looks inside and closes it quickly.)* Ahh!

**Girl 1** What's the matter? I want to look. *(She opens the box a little, looks inside and closes it quickly.)* Ahh!

**Girl 2** What is it? *(She opens the box and pulls out a skeleton.)* Ahh! It's a skeleton!

**Holmes** *(standing up and shouting)* Stop the play! Stop!

*Holmes, Mrs Smith, Clueless and Rosie run up onto the stage.*

**Holmes** Where did you find that skeleton?

**Girl 1** We borrowed it from Mr Green but we asked him first.

**Girl 2** He said 'yes', but he forgot to give it to us. He never remembers things.

**Boy 1** So finally we went to his classroom yesterday at break time and took it.

**Clueless** So we've found Mr Green's skeleton!

**Mrs Smith** You see, Ms Holmes, you are great detectives. You're stars.

**Holmes** You knew about the skeleton in this play, Mrs Smith, didn't you?

**Mrs Smith** Well, yes I did. *(putting her arm around Billy)* My grandson, Billy, told me.

**Rosie** Well thank you, Mrs Smith, now our class can go on the school trip.

**Holmes** Yes, thank you, Mrs Smith! You're a star!

*All the people in the play come onto the stage and sing. They point at Holmes, Clueless and Mrs Smith as they sing.*

<b>All</b>	He's Clueless. She's Holmes. They're detectives They're stars.	} x2
<b>Holmes and Clueless</b>	And this is Mrs Smith. She's the biggest star. Hurray!	
<b>All</b>	And this is Mrs Smith. She's the biggest star. Hurray!	

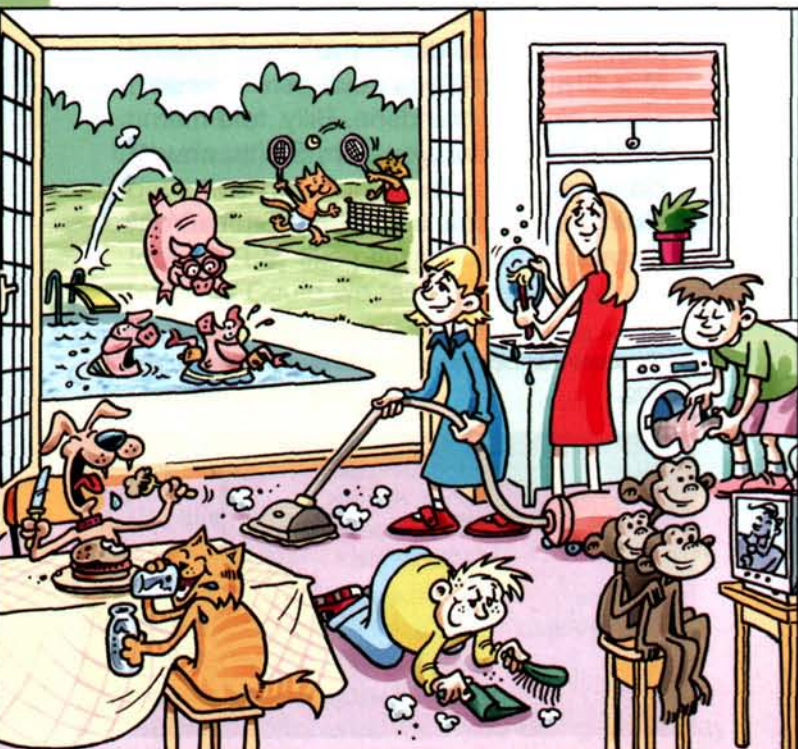




# Student B

## Revision 1 page 13

- 7 Student B, look at the picture below and make questions. Then ask and answer about the picture.



Student B

How many monkeys are watching television?

... monkeys are watching television.

- 1 How many / monkeys / watch / television
- 2 Where / the monkeys / sit
- 3 What / the boy in the yellow T-shirt / do
- 4 Which animal / drink milk
- 5 How many / children / clean / the house

## Revision 1 page 13

### Song Time



Every day I wake up  
I think about Sue.  
Is she sleeping now?  
Or is she waking up too?

Every day I give her breakfast.  
She always starts to bark.  
Then we walk together  
for hours in the park.

I'm singing her this song  
and sitting in the sun.  
My dog Sue and I,  
we always have great fun.

## Culture Corner page 27

- 5 Complete.

Number 1 is food.

Is it fast food?

Yes, it is.

Is it a hamburger?

Yes, it is.

Student B

1	H	A	M	B	U	R	G	E	R
2									
3	S	W	E	A	T	E	R		
4									
5	C	H	I	P	S				
6									
7	T	R	A	I	N	E	R	S	



## Song Time



**Boy:** I will be a fisherman.  
I'm crazy about the sea.  
We will cook a lot of fish.  
Will you marry me?

**Girl:** Thank you, John for asking me.  
I'm fond of the ocean too.  
But I'm not keen on cooking fish,  
so I won't marry you.

**Boy:** I'm very good at singing songs.  
I'll be a famous star.  
We will have a lovely house,  
five children and a car.

**Girl:** Oh, John, then I will marry you.  
I'll be a happy wife.

**Boy:** A perfect husband I will be.  
We'll have a happy life.



**4** Role play. Do the tasks below.

## Student B

**a** Read the notes and answer Student A's questions.

*Have you ever tried whitewater rafting?*

*Yes, I have.*

You're from New Zealand. Last month you tried whitewater rafting with your parents. It was their birthday present for you. You didn't like it because you fell in the water. The water was very cold and you got ill.



**b** You're talking to a teenager from New Zealand. Ask these questions.

*Have you ever tried zorbing?*

*Yes, I have.*

- 1 you / ever / try / zorbing
- 2 When / you / do / it
- 3 Where / be / it
- 4 you / like / it
- 5 you / going to / do / it / again





# Word list

## UNIT 1

a lot of / lots of /ə 'lɒt əv, 'lɒts əv/  
 always /ɔ:lweiz/  
 amazing /ə'meɪzɪŋ/  
 Australia /ə'streɪljə/  
 basketball /'bɑ:skɪtbɔ:l/  
 belly /'beli/ **do a belly flop**  
 brilliant /'brɪljənt/  
 but /bət, bʌt/  
 capital /'kæpɪtl/  
 cinema /'sɪnəmə/  
 class /klɑ:s/  
 computer /kəm'pjʊ:tə/  
 country /'kʌntri/  
 dad /dæd/  
 diving /'daɪvɪŋ/  
 email /'i:meɪl/  
 England /'ɪŋɡlənd/  
 every (Wednesday) /'evri/  
 fantastic /fæn'tæstɪk/  
 father /'fɑ:ðə/  
 football match /'fʊtbɔ:l mætʃ/  
 football team /'fʊtbɔ:l ti:m/  
 friend /frend/  
 girl /gɜ:l/  
 go /gəʊ/  
 good /ɡʊd/  
 grandparents /'ɡrænpeərənts/  
 great /ɡreɪt/  
 Great Britain /ɡreɪt 'brɪtn/  
 ice rink /'aɪs rɪŋk/  
 indoor swimming pool  
 /'ɪndə: 'swɪmɪŋ pu:l/  
 Italian /'ɪtæliən/  
 Italy /'ɪtəli/  
 job /dʒɒb/  
 letter /'letə/  
 like /laɪk/  
 live /lɪv/  
 London /'lʌndən/  
 Lucky him! /lʌki hɪm/  
 meet (friends) /mi:t/  
 Melbourne /'melbən, -bɔ:n/  
 Mexico City /meksɪkəʊ sɪti/  
 million /'mɪljən/  
 mother /'mʌðə/  
 museum /'mju:ziəm/  
 never /'nevə/  
 new /nju:/  
 Northern Ireland /'nɔ:ðən aɪələnd/  
 now /naʊ/  
 often /'ɒfən, 'ɒftən/  
 on (Saturday afternoon) /ɒn/  
 other /'ʌðə/  
 parent /'peərənt/  
 park /pɑ:k/ (n)  
 part of /'pɑ:t əv, ɒv/  
 pen friend /'pen frend/  
 people /'pi:pəl/  
 photo /'fəʊtəʊ/  
 play /pleɪ/  
 pretty /'prɪti/  
 remember /rɪ'membə/  
 school /sku:l/  
 Scotland /'skɒtlənd/  
 send /send/  
 sometimes /sʌmtaɪmz/  
 swimmer /'swɪmə/  
 thank /θæŋk/  
 thanks /θæŋks/

thing /θɪŋ/  
 town /taʊn/  
 under water /ʌndə wɔ:tə/  
 usually /'ju:ʒuəli, 'ju:ʒəli/  
 very /'veri/  
 visit /'vɪzɪt/ (v)  
 Wales /weɪlz/  
 watch television /wɒtʃ teləvɪʒən/  
 write /raɪt/  
 zoo /zu:/

## UNIT 2

again /ə'geɪn, ə'geɪn/  
 arrive /ə'reɪv/  
 at the moment /ət ðə 'məʊmənt/  
 Atishoo! /ə'tɪʃu:/  
 because /bɪ'kɔ:z/  
 breakfast /'brekfəst/  
 cake /keɪk/  
 carpet /'kɑ:pɪt/  
 clean /kli:n/ (v, adj)  
 clever /'klevə/  
 coat /kəʊt/  
 cold /kəʊld/ **it's cold**  
 detective /drɪ'tektɪv/  
 dirty /'dɜ:ti/  
 dust /dʌst/ (v, n)  
 fingerprint /'fɪŋɡəprɪnt/  
 furniture /'fɜ:nɪtʃə/  
 happen /'hæpən/  
 hear /hɪə/  
 help /help/ (v)  
 house /haʊs/  
 housekeeper /'haʊs,ki:pə/  
 housework /'haʊswɜ:k/  
**do the housework**  
 important /ɪm'pɔ:tənt/  
 inside /ɪn'saɪd, 'ɪnsaɪd/  
 kitchen /'kɪtʃən/  
 know /nəʊ/  
 living room /'lɪvɪŋ ru:m, rʊm/  
 love /lʌv/  
 meal time /'mi:l taɪm/  
 mess /mes/ (n)  
 murder /'mɜ:də/ (n)  
 ornament /'ɔ:nəmənt/  
 polish /'pɒlɪʃ/  
 see /si:/  
 sweep (the floor) /swi:p/  
 terrible /'terɪbəl/  
 today /tə'deɪ/  
 vacuum /'vækjuəm, -kjʊm/ (v)  
 vacuum cleaner /'vækjuəm ,kli:nə,  
 -kjʊm-/  
 wash /wɒʃ/ **do the washing**  
 wash up / **do the washing up**  
 /wɒʃ 'ʌp, ðə ðə wɒʃɪŋ 'ʌp/  
 wear /weə/  
 What about ...? /wɒt əbaʊt/

## UNIT 3

about əbaʊt/  
 animal /'æniməl/  
 around the world /əraʊnd ðə 'wɜ:ld/  
 bamboo /bə'mbu:/  
 billion /'bɪljən/  
 brother /'brʌðə/  
 child /tʃaɪld/ (plural children /tʃɪldrən/)  
 China /tʃaɪnə/  
 Chinese /tʃaɪni:z/ the Chinese

countryside /'kʌntrisaɪd/  
 covered with /'kʌvəd wɪð, wɪθ/  
 cut down /kʌt daʊn/  
 desert /'dezət/  
 die /daɪ/  
 dry /draɪ/  
 eat /i:t/  
 fact /fækt/  
 family /'fæməli/  
 farm /fɑ:m/  
 farmer /'fɑ:mə/  
 feel /fi:l/  
 field /fi:ld/  
 file /faɪl/ **information file**  
 food /fu:d/  
 fun /fʌn/ **have fun**  
 grow /grəʊ/  
 hate /heɪt/  
 high /haɪ/  
 hill /hɪl/  
 hope /həʊp/ (v)  
 information /ɪnfə'meɪʃn/  
 interesting /'ɪntrəstɪŋ/  
 kilo /'ki:ləʊ/  
 learn /lɜ:n/  
 learner /'lɜ:nə/  
 look for /lʊk fəʃ/  
 magazine /mægə'zi:n/  
 member /'membə/  
 mountain /'maʊntən/  
 near /niə/  
 need /ni:d/  
 newsletter /'nju:zletə/  
 north /nɔ:θ/ **in the north of ...**  
 only /əʊnli/  
 panda /'pændə/  
 rice /raɪs/  
 rice plant /raɪs plɑ:nt/  
 river /rɪvə/  
 rocky /'rɒki/  
 sad /sæd/  
 sister /'sɪstə/  
 snow /snəʊ/ (n)  
 south /saʊθ/ **in the south of ...**  
 think /θɪŋk/  
 thousand /θaʊznd/  
 understand /ʌndə'stænd/  
 unhappy /ʌn'hæpi/  
 village /'vɪlɪdʒ/  
 want /wɒnt/  
 welcome back /welkəm 'bæk/  
 work /wɜ:k/ (v)  
 worker /'wɜ:kə/

## UNIT 4

air /eə/  
 all /ɔ:l/  
 answer /'ɑ:nsə/ (v)  
 begin /brɪŋ/  
 berry /'beri/  
 Biology /baɪələdʒi/  
 Building Company /'bɪldɪŋ ,kʌmpəni/  
 captain /'kæptən/  
 carbon dioxide /kɑ:bən daɪɒksaɪd/  
 Come on! /kʌm 'ɒn/  
 crazy /'kreɪzi/ **be crazy about**  
 crazy /'kreɪzi/ **be football crazy**  
 cup /kʌp/  
 example /ɪɡ'zɑ:mpəl/ **for example**  
 extra /'ekstrə/



footballer /'fʊtbɔ:lə/  
 goal /gəʊl/ **at goal**  
 goalie /'gəʊli/  
 grounds /graʊndz/ **school grounds**  
 Headmaster /'hedmɑ:stə/  
 insect /'ɪnsekt/  
 league /li:ɡ/  
 leaves /li:vz/ (*singular leaf* /li:f/)  
 listen /'lɪsən/  
 look through /'lʊk θru:/  
 main hall /meɪn 'hɔ:l/  
 (Monday) morning /'mɔ:niŋ/  
 news /nju:z/  
 nut /nʌt/  
 oxygen /'ɒksɪdʒən/  
 pitch /pɪtʃ/ **football pitch**  
 practice /'præktɪs/  
 practise /'præktɪs/  
 produce /prə'dju:s/  
 proud of /'praʊd əv, ʌv/  
 pupil /'pjʊ:pəl/  
 really /'ri:li/  
 say /seɪ/  
 shot /ʃɒt/ (*n*)  
 spend /spend/  
 squirrel /'skwɪrəl/  
 start /stɑ:t/ (*v*)  
 strange /streɪndʒ/  
 super /'su:pə, 'sju:pə/  
 sure /ʃʊ:/ **I'm sure**  
 take /teɪk/  
 talk /tɔ:k/ (*v*)  
 together /tə'geðə/  
 tree /tri:/  
 Well done! /wel dʌn/  
 window /'wɪndəʊ/  
 winner /'wɪnə/  
 wood /wʊd/  
 work /wɜ:k/ (*n*)  
 workmen /'wɜ:kmen/ (*singular*  
 workman /'wɜ:kmen/)

## READING CORNER

after /'ɑ:ftə/  
 bag /bæg/  
 become /br'kʌm/  
 behind /br'haɪnd/  
 big /bɪɡ/  
 buy /baɪ/  
 camera /'kæməərə/  
 carry /'kæri/  
 college /'kɒlɪdʒ/  
 competition /'kɒmpə'tɪʃən/  
 cover /'kʌvə/ (*n*)  
 evening /'i:vnɪŋ/  
 fall down /fɔ:l 'daʊn/  
 fall out of /fɔ:l 'aʊt əv, ʌv/  
 famous /'feɪməs/  
 fishermen /'fɪʃməŋ/ (*singular*  
 fisherman /'fɪʃməŋ/)  
 get /ɡet/  
 give /ɡɪv/  
 hand /hænd/  
 heavy /'hevi/  
 hit /hɪt/  
 keep /ki:p/  
 look at /'lʊk ət, æt/  
 man /mæn/ (*plural men* /men/)  
 market /'mɑ:kɪt/  
 money /'mʌni/  
 newspaper /'nju:speɪpə/

next /nekst/  
 old /əʊld/  
 one day /wʌn 'deɪ/  
 pay /peɪ/  
 perhaps /pə'hæps/  
 photographer /'fəʊtəgrəfə/  
 photography shop /'fəʊtəgrəfi ʃɒp/  
 pocket /'pɒkɪt/  
 prize /praɪz/  
 put down /pʊt daʊn/  
 quickly /'kwɪkli/ (*adv*)  
 run after /ˌrʌn 'ɑ:ftə/  
 run away /ˌrʌn ə'weɪ/  
 sell /sel/  
 small /smɔ:l/  
 strong /strɒŋ/  
 study /'stʌdi/ (*v*)  
 suddenly /'sʌdnli/  
 sun /sʌn/  
 tell /tel/  
 then /ðen/  
 thief /θi:f/ (*plural thieves* /θi:vz/)  
 tourist /'tuərɪst/  
 Turkey /'tɜ:ki/  
 walk /wɔ:k/  
 Watch my bag! /wɒtʃ maɪ 'bæg/  
 Where is ... from? /weə ɪz ... frɒm/  
 win /wɪn/  
 young /jʌŋ/

## UNIT 5

baker /'beɪkə/  
 bicycle /'baɪsɪkəl/  
 born /bɔ:m/ **be born**  
 building /'bɪldɪŋ/  
 bus /bʌs/  
 car /kɑ:/ **car**  
 centre /'sentə/  
 circle /'sɜ:kəl/ **in a circle**  
 course /kɔ:s/ **of course**  
 cross /krɒs/ (*v*)  
 double-decker bus /ˌdʌbəl dekə bʌs/  
 front /frʌnt/ **in front of**  
 great-grandparents /greɪt  
 'grænpəreɪnts/  
 hat /hæt/  
 History /'hɪstəri/  
 horse-drawn carriage /hɔ:s drɔ:n  
 'kærɪdʒ/  
 lady /'leɪdi/  
 level /'levəl/  
 office block /'ɒfɪs blɒk/  
 open top bus /əʊpən tɒp 'bʌs/  
 outside of /aʊtsaɪd əv, ʌv/  
 place /pleɪs/  
 poor /pɔ:/ **poor**  
 rain /reɪn/ (*n*)  
 restaurant /'restərɒnt/  
 rich /rɪtʃ/  
 roof /ru:f/  
 roundabout /'raʊndəbaʊt/  
 sight /saɪt/  
 slow /sləʊ/  
 street /stri:t/  
 than /ðən, dən/ **more than**  
 traffic /'træfɪk/  
 traffic lights /'træfɪk laɪts/  
 without /wɪðaʊt/  
 zebra crossing /ˌzi:bə 'krɒsɪŋ, ze-/

## UNIT 6

after that /,ɑ:ftə ðæt/  
 chess /tʃes/  
 continue /kən'tɪnju:/ **continue**  
 decide /dɪ'saɪd/  
 decision /dɪ'sɪʒən/  
 delicious /dɪ'lɪʃəs/  
 dining room /'daɪnɪŋ ru:m, rum/  
 finally /'faɪnl-ɪ/  
 finish /'fɪnɪʃ/ (*v*)  
 first /fɜ:st/  
 game /ɡeɪm/  
 get on /get 'ɒn/  
 help /help/ (*n*)  
 hurry /'hʌri/  
 knock at (the door) /'nɒk ət, æt/  
 leave /li:v/  
 lord /lɔ:d/  
 phone call /'fəʊn kɔ:l/  
 plate /pleɪt/  
 police /pə'li:s/  
 really /'ri:li/ **not really**  
 shelf /ʃelf/  
 shout /ʃaʊt/  
 surprised /sə'praɪzd/  
 tea /ti:/ **tea**  
 telephone /'teləfəʊn/ (*v*)  
 urgent /'ɜ:dʒənt/  
 vase /vɑ:z/  
 wrong /rɒŋ/  
 yesterday /'jestədi/

## UNIT 7

Argentina /,ɑ:dʒənti:nə/  
 back /bæk/ (*n*)  
 Belgium /'beldʒəm/  
 bite /baɪt/  
 blow /bləʊ/  
 break (a leg) /breɪk/  
 campfire /'kæmpfaɪə/  
 camping /'kæmpɪŋ/  
 canoe /kənu:/ **canoe**  
 canoeing /kənu:ɪŋ/  
 compass /'kæmpəs/  
 cook /kʊk/ (*v, n*)  
 enjoy /ɪn'dʒɔɪ/  
 equipment /'rkwɪpmənt/  
 feet /fi:t/ (*singular foot* /fʊt/)  
 fire /faɪə/ **make a fire**  
 fly /flaɪ/ (*n*)  
 Germany /'dʒɜ:məni/  
 helmet /'helmt/  
 hiking /'haɪkɪŋ/  
 interview /'ɪntəvju:/ (*n*)  
 kind of /kaɪnd əv, ʌv/  
 last (year) /lɑ:st/  
 life jacket /'laɪf dʒæktɪt/  
 map /mæp/  
 match /mætʃ/  
 mosquito /mə'ski:təʊ/  
 move /mu:v/  
 noise /nɔɪz/  
 once /wʌns/ **It didn't rain once.**  
 outdoor activity /aʊtdɔ:r æktɪvəti/  
 paddle /'pædl/  
 popular /'pɒpjələ/  
 put up (the tent) /pʊt ʌp/  
 quiz /kwɪz/  
 rescue team /'reskju: ti:m/  
 rucksack /'rʌksæk/  
 sandwich /'sænwɪdʒ/



sleeping bag /'sli:pɪŋ bæɡ/  
 snore /snɔː/  
 tent /tent/  
 torch /tɔːtʃ/  
 use /juːs, juːz/  
 valuable /'væljuəbəl, -jəbəl/  
 walking boots /'wɔːkɪŋ buːts/  
 wasp /wɒsp/  
 weather /'weðə/  
 wind /wɪnd/  
 wonderful /'wʌndəfəl/

## UNIT 8

bell /bel/ school bell  
 cross /krɒs/ (n)  
 drawing /'drɔːɪŋ/  
 dry out /draɪ aʊt/  
 find out /faɪnd aʊt/  
 floor /flɔː/ (first floor)  
 half /hɑːf/  
 hide /haɪd/  
 large /lɑːdʒ/  
 lift /lɪft/ (n)  
 lucky /'lʌki/ be lucky  
 lunch break /'lʌntʃ breɪk/  
 mark /mɑːk/ (v)  
 measure /'meʒə/  
 office /'ɒfɪs/  
 plan /plæn/ (n)  
 quick /kwɪk/ Quick, let's go!  
 receptionist /rɪ'sepʃənɪst/  
 reply /rɪ'plai/ (v)  
 ring /rɪŋ/ (v)  
 road /rəʊd/  
 voice /vɔɪs/  
 wall /wɔːl/

## CULTURE CORNER

accent /'æksənt/  
 advertisement /əd'vɜːtɪsmənt/  
 ago /ə'ɡəʊ/  
 also /'ɔːlsəʊ/  
 America /ə'merɪkə/  
 American /ə'merɪkən/  
 apple /'æpəl/  
 banana /bə'nɑːnə/  
 before /brɪfə/  
 between /brɪtwiːn/  
 black /blæk/  
 blue /bluː/  
 called /kɔːld/  
 chips (BrE) /tʃɪps/; French fries (AmE) /frentʃ fraɪz/  
 clothes /kləʊðz, kləʊz/  
 difference /'dɪfərəns/  
 different /'dɪfərənt/  
 egg /eg/  
 English /'ɪŋɡlɪʃ/  
 fast food /fɑːst (fuːd/  
 film /fɪlm/ (n)  
 find /faɪnd/  
 follow /'fɒləʊ/  
 ginger hair (BrE) /dʒɪndʒə 'heə/; red hair (AmE) /red 'heə/  
 group /ɡruːp/  
 hamburger /'hæmbɜːɡə/  
 hundred /'hʌndrəd/  
 ice cream /aɪs 'kriːm/  
 jeans /dʒiːnz/  
 jumper (BrE) /dʒʌmpə/; sweater (AmE) /'swetə/

label /'leɪbəl/ (n, v)  
 language /'læŋɡwɪdʒ/  
 mac / mackintosh (BrE) /mæk, (mækɪntɒʃ/; raincoat (AmE) /reɪnkəʊt/  
 meaning /'miːnɪŋ/  
 name /neɪm/  
 Native American /neɪtɪv ə'merɪkən/  
 packet of biscuits (BrE) /pækɪt əv 'bɪskɪts/; package of cookies (AmE) /pækɪdʒ əv kʊkɪz/  
 packet of crisps (BrE) /pækɪt əv /'krɪspz/; bag of potato chips (AmE) /bæg əv pə'tetɪəʊ tʃɪps/  
 Pilgrims /'pɪlɡrɪmz/  
 Plymouth /'plɪməθ/  
 pop group /'pɒp ɡruːp/  
 pop music /'pɒp mjuːzɪk/  
 same /seɪm/ the same  
 similarity /sɪmə'lærəti/  
 speak /spiːk/  
 spelling /'speliŋ/  
 stick /stɪk/ (v)  
 sweets (BrE) /swiːts/; candies (AmE) /kændɪz/  
 tin (BrE) /tɪn/; can (AmE) /kæn/  
 trainers (BrE) /'treɪnəz/; sneakers (AmE) /'sniːkəz/  
 trousers (BrE) /'traʊzəz/; pants (AmE) /pænts/  
 type /taɪp/ (n)  
 woolen /'wʊlən/  
 word /wɜːd/

## UNIT 9

dark /dɑːk/ (adj)  
 deer /dɪə/ (singular deer)  
 easy /'iːzi/  
 eat /iːt/  
 forest /'fɒrɪst/  
 forget /fə'ɡet/  
 friendly /'frendli/  
 hard /hɑːd/ (adj)  
 hungry /'hʌŋɡri/  
 light /laɪt/ (adj)  
 long /lɒŋ/  
 mane /meɪn/  
 nice /naɪs/  
 picnic /'pɪknɪk/  
 pony /'pəʊni/  
 right /raɪt/ be right  
 scared /skeəd/ be scared of  
 short /ʃɔːt/  
 shy /ʃaɪ/  
 summer /'sʌmə/  
 tail /teɪl/  
 tall /tɔːl/  
 than /ðən, ðæn/  
 thin /θɪn/  
 touch /tʌtʃ/ (v)  
 ugly /'ʌɡli/  
 Welsh pony /welʃ 'pəʊni/  
 wild /waɪld/

## UNIT 10

assistant /ə'sɪstənt/ shop assistant  
 break into /breɪk 'ɪntə/  
 burglar /'bɜːɡlə/  
 burglary /'bɜːɡləri/  
 catch /kætʃ/  
 central /sentrəl/

chair /tʃeə/  
 climb (through a window) /klaɪm/  
 clue /kluː/  
 colourful /'kʌləfəl/  
 comfortable /'kʌmfətəbəl, kʌmfət-/  
 empty /'empti/ (v, adj)  
 exciting /ɪk'saɪtɪŋ/  
 expensive /ɪk'spensɪv/  
 fashionable /'fæʃənəbəl/  
 investigation /ɪn'vestɪ'geɪʃən/  
 jewel /dʒuːəl/  
 jewellery /'dʒuːəlri/  
 key /kiː/  
 manage /mænɪdʒ/ manage to do something  
 mobile phone /məʊbaɪl 'fəʊn/  
 painting /'peɪntɪŋ/  
 pull /pʊl/  
 queen /kwiːn/  
 steal /stiːl/  
 tie /taɪ/ (v)  
 tied to /taɪd tə, tʊ/  
 way /weɪ/ be on one's way  
 whose /huːz/

## UNIT 11

Africa /æ'frɪkə/  
 age /eɪdʒ/  
 ancient /'eɪnfənt/  
 Andes /ændɪz/ the Andes mountains  
 Antarctic /ænt'ɑːktɪk/ the Antarctic  
 Asia /'eɪʃə, 'eɪʒə/  
 Atlantic /æt'læntɪk/ the Atlantic Ocean  
 beautiful /'bjʊ:tɪfəl/  
 church /tʃɜːtʃ/  
 continent /'kɒntɪnənt/  
 deep /diːp/  
 Earth /ɜːθ/ the Earth  
 equator /'rkweɪtə/  
 Europe /'jʊərəp/  
 fish /fɪʃ/ (v)  
 go around /ɡəʊ əraʊnd/  
 Good luck! /ɡʊd 'lʌk/  
 heat /hiːt/  
 hot /hɒt/  
 light /laɪt/ (n)  
 Moon /muːn/  
 mountain range /maʊntɪn reɪndʒ/  
 nationality /næʃənə'leɪti/  
 North America /nɔːθ ə'merɪkə/  
 ocean /əʊʃən/  
 over /'əʊvə/  
 Pacific /pə'sɪfɪk/ the Pacific Ocean  
 Peru /pəruː/  
 planet /'plænɪt/  
 Pole /pəʊl/ the North Pole, the South Pole  
 quarter /'kwɔːtə/ three quarters  
 sea /siː/  
 sky /skaɪ/  
 South America /saʊθ ə'merɪkə/  
 star /stɑː/  
 wet /wet/

## UNIT 12

agree /ə'ɡriː/  
 another /ə'nʌðə/  
 build /bɪld/  
 cheer /tʃɪə/  
 front page /frʌnt 'peɪdʒ/  
 march /mɑːtʃ/ (v)



playground /pleɪgraʊnd/  
 poster /pəʊstə/  
 reporter /rɪpɔːtə/  
 safe /seɪf/ (adj)  
 save /seɪv/ (v)  
 saw /sɔː/ (n)  
 shopping centre /ˈʃɒpɪŋ sentə/  
 stadium /ˈsteɪdɪəm/  
 tomorrow /təməroʊ/  
 towards /təwɔːdz/  
 truth / the truth /ðə truːθ/

## READING CORNER

angry /ˈæŋɡri/  
 answer /ˈɑːnsə/ answer the telephone  
 back /bæk/ at the back (of the café)  
 box /bɒks/  
 café /ˈkæfeɪ/  
 coin /kɔɪn/  
 collect /kəˈlekt/  
 come /kʌm/  
 face /feɪs/  
 flute /fluːt/  
 happy /ˈhæpi/  
 missing /ˈmɪsɪŋ/  
 policeman /pəˈlɪsmən/ (plural  
 policemen /pəˈlɪsmen/)  
 quiet /kwaɪət/  
 shopkeeper /ˈʃɒpkiːpə/  
 stamp /stæmp/  
 stand /stænd/  
 student /ˈstjuːdnt/  
 surprised /səˈpraɪzd/  
 table /teɪbəl/  
 What's wrong? /ˈwɒts ˈwɒŋ/

## UNIT 13

arrange /əˈreɪndʒ/  
 bossy /ˈbɒsi/  
 cloakroom /ˈkləʊkruːm, -ruːm/  
 early /ˈɜːli/ (adv)  
 get up /get ʌp/  
 have to / has to /hæv tə, hæz tə/  
 hopeless /ˈhəʊplɪs/  
 jacket /ˈdʒæktɪ/  
 queue /kjuː/ (v, n)  
 ready /ˈredi/  
 real /riəl/  
 score goals /skɔː ˈɡəʊlz/  
 show /ʃəʊ/ (n)  
 singer /ˈsɪŋə/  
 visit /ˈvɪzɪt/ (n)  
 wax model /wæks ˈmɒdl/

## UNIT 14

believe (in) /brɪliːv ɪn/  
 bunch (of flowers) /bʌntʃ/  
 catch a cold /kætʃ ə ˈkəʊld/  
 doctor /ˈdɒktə/  
 fan /fæn/  
 fishing /ˈfɪʃɪŋ/ go fishing  
 fortune teller /ˈfɔːtʃən telə/  
 future /ˈfjuːtʃə/  
 husband /ˈhʌzbənd/  
 inside /ɪnˈsaɪd/ Let's go inside!  
 letter /ˈletə/  
 lovely /ˈlʌvli/ have a lovely time  
 lucky number /ˈlʌki ˈnʌmbə/  
 marry /ˈmæri/  
 model /ˈmɒdl/  
 nurse /nɜːs/

past /pɑːst/  
 pop star /pɒp stɑː/  
 soon /suːn/

## UNIT 15

appear /əˈpiə/  
 bad /bæd/ be bad at  
 bored with /ˈbɔːd wɪð, wɪθ/  
 click (on) /kɪk/ (v)  
 complete the form /kəmˈpliːt ðə ˈfɔːm/  
 Computer Studies /kəmˈpjʊːtə ˈstʌdiz/  
 connect (to) /kəˈnekt/  
 each other /iːtʃ əðə/  
 earthquake /ˈɜːθkweɪk/  
 excursion /ɪkˈskɜːʃən/  
 fond /fɒnd/ be fond of  
 forever /fəˈevə/  
 get bored with /get ˈbɔːd wɪð, wɪθ/  
 good /ɡʊd/ be good at  
 Greece /ɡriːs/  
 hot spring /ˈhɒt ˈsprɪŋ/  
 Iceland /ˈaɪslənd/  
 interested /ˈɪntərəstɪd/ be interested in  
 Internet /ˈɪntənət/ the Internet  
 keen /kiːn/ be keen on  
 keyboard /ˈkiːbɔːd/  
 mouse /maʊs/ (plural mice)  
 mouse button /maʊs ˈbʌtn/  
 pool /puːl/  
 puzzle /ˈpʌzəl/  
 screen /skriːn/  
 snow /snoʊ/ (v)  
 twice /twɑːs/  
 type /taɪp/ (v)  
 volcano /vɒlˈkeɪnəʊ/  
 website /ˈwebsaɪt/  
 website address /ˈwebsaɪt əˈdres/  
 winter /ˈwɪntə/

## UNIT 16

astronaut /ˈæstrənɔːt/  
 August /ˈɔːɡəst/  
 bright /braɪt/  
 comet /ˈkɒmɪt/  
 commander /kəˈmɑːndə/  
 control /kənˈtrɒl/ The controls are not  
 working.  
 co-pilot /kəʊ ˈpaɪlət/  
 crash /kræʃ/ (v)  
 disappear /ˌdɪsəˈpiə/  
 flash /flæʃ/ (v)  
 fly /flaɪ/ (v)  
 joke /dʒəʊk/ (v)  
 laugh /lɑːf/  
 lose control /luːz kənˈtrɒl/  
 Mars /mɑːs/  
 night /naɪt/  
 problem /ˈprɒbləm/  
 reach /riːtʃ/ (v)  
 round /raʊnd/  
 serious /ˈsɪəriəs/  
 space /speɪs/  
 space station /ˈspeɪs ˈsteɪʃən/  
 spaceship /ˈspeɪsʃɪp/  
 take off /teɪk ɒf/  
 travel /trævl/ (v)

## CULTURE CORNER

among /əˈmʌŋ/  
 Arctic Circle /ˈɑːktɪk ˈsɜːkəl/  
 British Columbia /ˈbrɪtɪʃ kəˈlʌmbiə/

Canada /ˈkænədə/  
 Canadian /kəˈneɪdiən/  
 cardboard box /ˈkɑːdbɔːd ˈbɒks/  
 carve /kɑːv/  
 carving /ˈkɑːvɪŋ/  
 century /ˈsentʃəri/  
 cool /kuːl/  
 cover /ˈkʌvə/ (v)  
 Creeks /kriːks/  
 difficult /ˈdɪfɪkəlt/  
 France /frɑːns/  
 freeze /friːz/  
 French /frentʃ/  
 garden /ˈɡɑːdn/  
 giant /dʒaɪənt/  
 Haida /ˈhaɪdə/  
 huge /hjuːdʒ/  
 hunt /hʌnt/  
 ice /aɪs/  
 ice hockey /aɪs ˈhɒki/  
 igloo /ɪɡluː/  
 immigrant /ˈɪmɪɡrənt/  
 India /ˈɪndiə/  
 Inuit /ˈɪnjuɪt, ˈɪnuɪt/  
 Iroquois /ˈɪrəkwɑː/  
 kayak /ˈkaɪæk/  
 lake /leɪk/  
 leader /ˈliːdə/  
 life /laɪf/ (plural lives /laɪvz/)  
 mainly /ˈmeɪnli/  
 Mohawks /ˈməʊhɔːks/  
 National Park /ˈnæʃənəl ˈpɑːk/  
 Native Canadian /ˈneɪtɪv kəˈneɪdiən/  
 native peoples /ˈneɪtɪv ˈpiːpəlz/  
 others /ˈʌðəz/  
 own /əʊn/  
 pole /pəʊl/  
 population /ˌpɒpjʊleɪʃən/  
 seal /siːl/  
 Sioux /suː/  
 skating /ˈskeɪtɪŋ/  
 snowmobile /ˈsnoʊməbiːl/  
 so /səʊ/  
 still /stɪl/  
 summer house /ˌsʌmə ˈhaʊs/  
 symbol /ˈsɪmbəl/  
 totem pole /ˈtəʊtəm pəʊl/  
 warm /wɔːm/  
 winter sport /ˈwɪntə ˈspɔːt/

## UNIT 17

bring /brɪŋ/  
 British /ˈbrɪtɪʃ/  
 brush /brʌʃ/  
 care /keə/ take care of  
 choose /tʃuːz/  
 circus /ˈsɜːkəs/  
 cruel /kruːl/  
 cruelty /ˈkruːəlti/  
 favourite /ˈfeɪvərɪt/  
 feed /fiːd/  
 funny /ˈfʌni/  
 home /həʊm/  
 hurt /hɜːt/  
 injection /ɪndʒekʃən/  
 lick /lɪk/  
 lost /lɒst/  
 organisation /ˌɔːɡənəˈzeɪʃən/  
 owner /əʊnə/  
 pet /pet/  
 puppy /ˈpʌpi/



**record card** /rekə:d kɑ:d/  
**RSPCA** /ɑ:r es pi: si: 'ei/ **The Royal Society for the Prevention of Cruelty to Animals**  
**stray** /streɪ/ (*adj*)  
**sweet** /swi:t/  
**try** /traɪ/  
**vet** /vet/  
**volunteer** /ˌvɒləntiə/  
**weekend** /ˌwi:kend, 'wi:kend/

## UNIT 18

**box** /bɒks/  
**Correct!** /kə'rekt/  
**criminal** /'krɪmɪnəl/  
**dangerous** /ˈdeɪndʒərəs/  
**disgusting** /dɪs'gʌstɪŋ/  
**ever** /'evə/  
**ghost** /ɡəʊst/  
**hot air balloon** /hɒt 'eə bə'lʊn/  
**Japan** /dʒə'pæn/  
**Japanese** /ˌdʒæpə'ni:z/  
**perfect** /'pɜ:fɪkt/  
**plane** /pleɪn/  
**ride (a horse)** /raɪd/  
**same** /seɪm/ **the same as**  
**snail** /sneɪl/

## UNIT 19

**boat** /bəʊt/  
**body** /'bɒdi/  
**claw** /klo:/ **collect somebody** /kə'lekt ,sʌmbədi/  
**crab** /kræb/  
**dolphin** /'dɒlfɪn/  
**fast** /fɑ:st/  
**fight** /faɪt/ (*v*)  
**full of** /fʊl əv, ɒv/  
**head** /hed/  
**humpback whale** /ˌhʌmpbæk 'weɪl/  
**join** /dʒɔɪn/  
**jump out of** /ˌdʒʌmp 'aʊt əv, ɒv/  
**just** /dʒʌst/  
**kill** /kɪl/  
**love song** /'lʌv sɒŋ/  
**octopus** /'ɒktəpəs/  
**recording** /rɪ'kɔ:dɪŋ/  
**romantic** /rəʊməntɪk, rə-/  
**rough** /rʌf/  
**sea animals** /'si: ænɪməlz/  
**shark** /ʃɑ:k/  
**sharp** /ʃɑ:p/  
**shell** /ʃel/  
**sing** /sɪŋ/  
**skin** /skɪn/  
**smooth** /smu:ð/  
**swimming costume** /'swɪmɪŋ ,kɒstjəm/  
**teeth** /ti:θ/ (*singular tooth* /tu:θ/)  
**thick** /θɪk/  
**ticket** /tɪktɪ/  
**times** /taɪmz/ (**forty**) **times**  
**trip** /trɪp/  
**whale** /weɪl/  
**whisker** /'wɪskə/  
**yet** /jet/

## UNIT 20

**alarm** /ə'lɑ:m/  
**anybody** /'eni,bɒdi, 'enɪbədi/  
**anything** /'eniθɪŋ/  
**anywhere** /'eniweə/

**awake** /ə'weɪk/ **be awake**  
**away** /ə'weɪ/ **a long way away**  
**back** /bæk/ **be back**  
**capture** /'kæptʃə/  
**change ... into ...** /tʃeɪndʒ 'ɪntə/  
**conquer** /'kɒŋkə/  
**contact** /'kɒntækt/ (*v*)  
**conversion room** /kən'vɜ:ʃən ru:m, rum/  
**dark** /dɑ:k/ (*n*)  
**ground** /graʊnd/  
**guard** /ɡɑ:d/  
**nobody** /'nəʊbədi/  
**(not) far from** /'fɑ: frəm, frɒm/  
**nothing** /'nʌθɪŋ/  
**nowhere** /'nəʊweə/  
**ruler** /'ru:lə/  
**shine** /ʃaɪn/  
**smile** /smaɪl/ (*v*)  
**somebody** /'sʌmbədi/  
**something** /'sʌmθɪŋ/  
**somewhere** /'sʌmweə/  
**space jacket** /'speɪs ,dʒækt/  
**throw** /θrəʊ/  
**wives** /waɪvz/ (*singular wife* /waɪf/)  
**woman** /'wʊmən/ (*plural women* /'wɪmɪn/)

## READING CORNER

**airport** /'eəpɔ:t/  
**bang** /bæŋ/  
**bookcase** /'bʊk-keɪs/  
**date** /deɪt/  
**dynamite** /'daɪnəmaɪt/  
**fireworks** /'faɪəwɜ:ks/  
**flat** /flæt/  
**journalist** /'dʒɜ:nəlɪst/  
**loud** /laʊd/  
**mouse** /maʊs/ (*plural mice* /maɪs/)  
**November** /nəʊvembə, nə-/  
**Paris** /pærɪs/  
**picture** /'pɪktʃə/  
**professor** /prə'fesə/  
**safe** /seɪf/ (*n*)  
**sit** /sɪt/  
**son** /sʌn/  
**underground** /ˌʌndəgraʊnd/

## UNIT 21

**act** /ækt/ (*v*)  
**actor** /'æktə/  
**audience** /'ɔ:diəns/  
**burn down** /bɜ:n 'daʊn/  
**certainly** /'sɜ:tnli/  
**cheese sandwich** /tʃi:z 'sænwɪdʒ/  
**clap** /klæp/  
**cola** /'kəʊlə/  
**comedy** /'kɒmədi/  
**copy** /'kɒpi/ (*n*)  
**cousin** /'kʌzən/  
**drama teacher** /'drɑ:mə ,ti:tʃə/  
**drink** /drɪŋk/ (*n*)  
**fruit** /fru:t/ (*plural fruit*)  
**Here's (the money)** /hɪəz/  
**interval** /'ɪntəvəl/  
**lemonade** /ˌleməneɪd/  
**noisy** /'nɔɪzi/  
**on** /ɒn/ **be on**  
**open** /'əʊpən/ **in the open air**  
**open-air theatre** /əʊpən eə θiətə/  
**original** /ə'rɪdʒɪnəl/  
**pity** /'pɪti/ **What a pity!**

**play** /pleɪ/ (*n*)  
**programme** /'prəʊgræm/  
**rotten** /rɒtn/  
**stage** /steɪdʒ/  
**theatre** /'θiətə/  
**thirsty** /'θɜ:sti/  
**turn off** /tɜ:n 'ɒf/  
**umbrella** /ˌʌmbrelə/  
**until** /ən'tɪl, ən-/  
**wait** /weɪt/  
**wooden** /'wʊdn/

## UNIT 22

**cards** /kɑ:dz/  
**collection** /kə'lekʃən/  
**cooking** /'kʊkɪŋ/  
**gardening** /'ɡɑ:dnɪŋ/  
**hobby** /'hɒbi/  
**horse riding** /'hɔ:s ,raɪdɪŋ/  
**judo** /dʒu:dəʊ/  
**Not at all!** /nɒt ət 'ɔ:l/  
**take up (a hobby)** /teɪk 'ʌp/  
**violin** /ˌvaɪəlɪn/

## UNIT 23

**advice** /əd'vaɪs/  
**composition** /ˌkɒmpəzɪʃən/  
**copy** /'kɒpi/ (*v*)  
**desk** /desk/  
**end** /end/ (*v*)  
**exam** /ɪɡzæm/  
**explain** /ɪk'spleɪn/  
**free time** /fri: taɪm/  
**high school** /haɪ sku:l/  
**ill** /ɪl/  
**just** /dʒʌst/ **just before**  
**late** /leɪt/ **be late for**  
**mirror** /'mɪrə/  
**organise** /'ɔ:gənaɪz/  
**quarrel** /'kwɒrəl/ (*v*)  
**score** /sko:/ (*n*)  
**should** /ʃəd, ʃʊd/  
**system** /'sɪstəm/  
**test** /test/ (*n*)  
**time** /taɪm/ **a long time, all the time, have a good time, on time**  
**topic** /tɒpɪk/  
**uniform** /ˌju:nɪfɔ:m/ **school uniform**  
**worry about** /'wɒri əbaʊt/

## UNIT 24

**break** /breɪk/ (*v*)  
**destroy** /drɪstrɔɪ/  
**escape** /ɪskeɪp/  
**get back (home)** /get 'bæk/  
**Let's (not) talk now!** /lets tɔ:k 'naʊ/  
**machine** /mə'ʃɪn/  
**minute** /'mɪnɪt/ **in minutes**  
**return** /rɪ'tɜ:n/ (*v*)  
**risky** /rɪski/  
**scientist** /saɪəntɪst/  
**stop** /stɒp/  
**sunglasses** /ˌsʌŋɡləsɪz/  
**take off** /teɪk 'ɒf/  
**transporter** /træn'spɔ:tə/  
**tunnel** /'tʌnl/  
**What about ...?** /wɒt əbaʊt/  
**Why don't we ...?** /waɪ dəʊnt wi/



## CULTURE CORNER

(14) metres around /mi:təz əraʊnd/  
(50) metres tall /mi:təz tə:l/  
bird /bɜ:d/  
bungee jumping /'bʌndʒi ˌdʒʌmpɪŋ/  
giant kauri /dʒaɪənt 'kaʊri/  
island /'aɪlənd/  
kiwi /'ki:wi:/  
mao /maʊ/  
Maori /'maʊri/  
New Zealand /nju: 'zi:lənd/  
official /ə'fi:ʃəl/  
South Island /'saʊθ aɪlənd/  
sports camp /'spɔ:ts kæmp/  
that's how /ðætʃ 'haʊ/  
tropical forest /'trɒpɪkəl fɒrəst/  
unusual /ʌn'ju:ʒuəl, -ʒəl/  
whitewater rafting /'waɪtwa:tə 'rɑ:ftɪŋ/  
zorbing /'zɔ:bɪŋ/

## UNIT 25

aunt /a:nt/  
cut /kʌt/ (v)  
dig /dɪg/  
green /ɡri:n/  
hedge /hedʒ/  
hole /həʊl/  
lawn /lɔ:n/  
mow /məʊ/  
phone /fəʊn/ (v)  
plant /plɑ:nt/ (v)  
rose /rəʊz/  
rose bush /'rəʊz buʃ/  
shopping /'ʃɒpɪŋ/  
vegetable /'vedʒtəbəl/  
water /'wɔ:tə/ (v)

## UNIT 26

baker's /'beɪkəz/  
bedroom /'bedrʊm, -ru:m/  
boyfriend /'bɔɪfrend/  
bread /bred/  
butcher's /'bʊtʃəz/  
chase /tʃeɪs/  
coffee /'kɒfi/  
country house /'kʌntri 'haʊs/  
diamond (jewellery) /'daɪəmənd/  
earn /ɜ:n/  
fishmonger's /'fɪʃmʌŋɡəz/  
go out /ɡəʊ 'aʊt/  
greengrocer's /'ɡri:nɡrəʊsəz/  
investigate /ɪn'vestɪgeɪt/  
jeweller /'dʒu:ələ/  
jeweller's /'dʒu:ələz/  
meat /mi:t/  
necklace /'nekləs/  
potato /pə'teɪtəʊ/  
purse /pɜ:s/  
radio /'reɪdiəʊ/  
robbery /'rɒbəri/  
run past /rʌn 'pɑ:st/  
sitting room /'sɪtɪŋ ru:m, rum/  
while /waɪl/

## UNIT 27

animal robot /æ'nɪməl 'rəʊbɒt/  
backwards /'bækwədz/ go backwards  
bark /bɑ:k/ (v)  
be able to /bi 'eɪbəl tə, tu/  
become fond of /bɪ'kʌm fɒnd əv, ɒv/  
brain /breɪn/

call /kɔ:l/  
communicate /kə'mju:nikeɪt/  
design /dɪzain/ (v)  
even /'i:vən/  
fair /feə/ (n)  
feeling /'fi:lɪŋ/  
happiness /'hæpɪnəs/  
loveable /'lʌvəbəl/  
pal /pæl/  
partner /'pɑ:tnə/  
plastic /'plæstɪk/ (adj)  
robot /'rəʊbɒt/  
show /ʃəʊ/ (v)  
special /'speʃəl/  
test /test/ (v)  
tidy /'taɪdi/  
tortoise /'tɔ:təs/  
trick /trɪk/  
wag (a tail) /wæg/  
wheel /wi:l/

## UNIT 28

careful /'keəfəl/  
deck /dek/  
drag into /dræg 'ɪntə, 'ɪntu/  
fine /faɪn/ (adj)  
first /fɜ:st/ at first  
frightening /'fraɪtɪŋ/  
Indian /'ɪndiən/  
rail /reɪl/  
religion /rɪ'lɪdʒən/  
sail /seɪl/ (v)  
sailor /'seɪlə/  
September /septembə/  
ship /ʃɪp/  
side /saɪd/  
stay /steɪ/  
storm /stɔ:m/  
turn /tɜ:n/  
unknown (adj); the unknown (n)  
/ði ʌn'nəʊn/  
voyage /'vɔɪ-ɪdʒ/  
wave /weɪv/  
worried /'wʌrɪd/ be worried about

## READING CORNER

across /ə'krɒs/  
alone /ə'ləʊn/  
dance /dɑ:ns/ (v)  
dance floor /'dɑ:ns flɔ:/  
dancer /'dɑ:nsə/  
detective story /drɪtektɪv 'stɔ:ri/  
disco /'dɪskəʊ/  
early /'ɜ:li/ (adv)  
eye /aɪ/  
ghost story /'ɡəʊst 'stɔ:ri/  
love story /'lʌv 'stɔ:ri/  
mouth /maʊθ/  
music /'mjuzɪk/  
nearly /'ni:li/  
shirt /ʃɜ:t/  
slowly /'sləʊli/ (adv)  
Spain /speɪn/  
stand up /stænd 'ʌp/  
twin /twɪn/  
white /waɪt/

## UNIT 29

activity /æktɪvəti/  
art /ɑ:t/  
choir /'kwaɪə/

concert /'kɒnsət/  
costume /'kɒstjʊm/  
exhibition /eksɪbrɪʃən/  
false (nose) /fɔ:ls/  
hold /həʊld/ hold (concerts)  
hurry up /'hʌri 'ʌp/  
look in (the mirror) /'lʊk ɪn/  
love /lʌv/ be in love with  
magic /'mædʒɪk/ (adj)  
magician /mædʒɪʃən/  
orchestra /'ɔ:kɪstrə/  
perform (a play) /pə'fɔ:m/  
project work /'prɒdʒekt wɜ:k/  
put on /pʊt 'ɒn/  
secret /'si:krt/ (adj)  
speak up /spi:k 'ʌp/  
switch on /swɪtʃ 'ɒn/  
That's all right! /ðætʃ ə:l raɪt/

## UNIT 30

as /əz/  
bad-tempered /bæd 'tempəd/  
both /bəʊθ/  
chocolate cake /tʃɒklət keɪk/  
easy-going /i:zi 'ɡəʊɪŋ/  
enough /ɪnəf/ (not) (hot) enough  
good-tempered /ɡʊd 'tempəd/  
kind /kaɪnd/ (adj)  
milk /mɪlk/  
orange cake /'ɒrəndʒ keɪk/  
polite /pə'laɪt/  
rude /ru:d/  
too /tu:/ too (strong)  
unkind /ʌn'kaɪnd/  
weak /wi:k/

## UNIT 31

article /'ɑ:tɪkəl/  
big /bɪɡ/ get bigger  
climate /'klaɪmət/  
crop /krɒp/  
drought /draʊt/  
expert on /'eksɜ:pɪt ɒn/  
explosion /ɪkspləʊʒən/ population  
explosion  
flood /flʌd/  
Greek /ɡri:k/  
historic /hɪ'stɒrɪk/  
hospital /'hɒspɪtl/  
hotel /həʊ'tel/  
modern /'mɒdn/  
palace /'pæləs/  
pollution /pə'lju:ʃən/  
temple /'tempəl/  
too many /tu: 'meni/  
too much /tu: 'mʌtʃ/  
tourism /'tuərɪzəm/

## UNIT 32

carefully /'keəfəli/ (adv)  
cough up (water) /kɒf 'ʌp/  
cry /kraɪ/ (v)  
dangerously /'deɪndʒərəsli/ (adv)  
easily /i:zəli/ (adv)  
fall into (the water) /fɔ:l 'ɪntə/  
from side to side /frəm saɪd tə 'saɪd/  
happily /'hæpəli/ (adv)  
heavily /'hevəli/ (adv)  
land /lænd/ (n)  
late /leɪt/ (adv)  
passenger /'pæsəndʒə/



peaceful /'pi:sfəl/  
 peacefully (adv) /'pi:sfəli/  
 roll /rəʊl/  
 rope /rəʊp/  
 safely (adv) /'seɪfli/  
 scream /skri:m/ (v)  
 softly /'sɒfli/ (adv)  
 stare /steə/  
 tasty /'teɪsti/  
 teach /ti:tʃ/  
 weakly /'wi:kli/  
 well /wel/ be well

## CULTURE CORNER

Aborigine /æbə'ri:dʒəni/  
 Australian /ə'streɪliən/  
 Ayers Rock /'eɪz rɒk/  
 beach /bi:tʃ/  
 boomerang /'bu:mə'reɪŋ/  
 cassowary /'kæsəwəri/  
 coast /kəʊst/  
 Great Barrier Reef /greɪt bæriə 'ri:f/  
 holy /'həʊli/  
 honey possum /'hʌni 'pɒsəm/  
 kangaroo /kæŋgə'ru:/  
 koala /kəʊlə:  
 middle /'mɪdl/ in the middle  
 platypus /'plæti'pəs/  
 surfing /'sɜ:fɪŋ/  
 Sydney Opera House /'sɪdni 'ɒpərə  
 haus/  
 tour /tuə/ go on a tour of  
 tourist attraction /'tuərist ə'trækʃən/  
 underwater /ˌʌndə'wɔ:tə/ (adj)

## PHONETIC SYMBOLS

p	pen
b	book
t	ten
d	day
k	key
g	girl
tʃ	cheese
dʒ	jeans
f	fat
v	volleyball
θ	three
ð	this
s	sun
z	zoo
ʃ	ship
ʒ	usually
h	happy
m	mother
n	nice
ŋ	sing
l	listen
r	red
j	yes
w	water
i:	see
ɪ	it
e	bed
æ	bad
ɑ:	hard
ɒ	top
ɔ:	snore
ʊ	put
u:	two
ʌ	come
ɜ:	turn
ə	letter

## IRREGULAR VERBS

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
be	was / were	been
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
do / does	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
go	went	gone
give	gave	given
grow	grew	grown
have / has	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
keep	kept	kept
know	knew	known
learn	learnt (BrE), learned	learnt (BrE), learned
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shine	shone	shone
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written



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Carol Skinner

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